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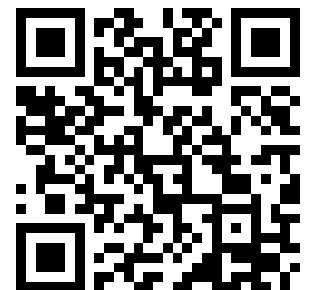
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OCCASIONAL NOTES.

MR. LLOYD-GEORGE'S speech at Conway of December 28 reaches us just as we are going to press, and we are pleased to find that the first pronouncement of a Cabinet Minister on education confirms the horoscope we had already drawn. "The first thing that the new Government was going to do was to remedy the wrongs of the Education Act." With rate-supported schools, "all the people were entitled to a full, free, and equal share of the privileges of management and teachership." Here is virtually the two-clause Bill which we prefigured. On the religious question Mr. Lloyd-George declared himself in favour of unsectarian Bible teaching, though on this point he confessed that he did not carry all his colleagues with him. We might, he hinted, be driven to absolute secular instruction; though, in his opinion, "there was nothing worse than that," but the responsibility for Godless schools would lie with the denominational party. His last word was a counsel of moderation to his coreligionists. Who said "Gracchi"?

THE project of a Federated College for Secondary Teachers having fallen through, a less ambitious scheme for a Federal Union of the same constituent bodies is now under consideration. According to the draft scheme, each of the eight associations will send three representatives to form a Federal Council. This Council will be not only a deliberative body, as was the Joint Committee presided over by the late Prof. Jebb, but will be empowered to take action in cases of emergency. We welcome any movement that promises to centralize and

focalize, as it were, professional opinion, and to remedy the dissipation of energy which is painfully brought home to us by the multiplication of conferences at this season of the year. The executive powers of the Council are so strictly limited (there must, to start with, be a unanimous vote) that it is not easy to conceive a case in which common action would be possible. But it would be premature to criticize the details of a scheme which is still in embryo.

WE have given Miss Bathurst an opportunity of presenting her case against the Board of Education, and there we must leave the personal matter. To impugn the veracity of an official without giving the incriminated officer a chance of vindicating his statements appears to us a high-handed proceeding that needed explanation, and, in the case of a lady, to use the mildest term, ungallant. The Board may have had provocation that we know not of, and we shall await their reply. The public issues that Miss Bathurst raises are twofold. First, she accuses the Board of tampering with reports and not allowing Inspectors to express their opinions when these are not approved by the Board or may give offence to influential politicians. This is a grave charge, which we sincerely hope that the Board will be able to refute. Reports must be edited, and every Inspector cannot be allowed to say just what he pleases in the way he pleases; but they must not be doctored. Secondly, Miss Bathurst impugns the whole system of infant schools—the equipment, the curriculum, the management, the inspection—and for this she holds the Board responsible. This is too wide a topic to be even touched on in a note.

THE Conference of Northern Local Authorities, convened by the city of Bradford to consider the policy of the Board of Education in reference to the training of pupil-teachers, brought out strong expressions of feeling in favour of maintaining pupil-teacher centres. Our own view is decidedly opposed to this. The very arguments adduced by the supporters of centres are those that we should use in favour of their abolition. Excellent work is done at the centres. The teachers are usually of the best; the pupils are anxious to pass their examinations, and therefore are keen to work; they have all had much the same sort of education, and therefore classification is easier; they are all working to one definite end. All this helps the teacher, and the results, as tested by examinations, may be most promising. It is also alleged that pupil-teachers are taught at centres how to teach—i.e., the subject is presented to them in the way in which they will have to present it to others. It is no paradox to say that these are all, in fact, objections. It is a mistake to segregate any class at an early age. Up to the training-college period it will be much better for the intending teacher to mix with others, and to work with a single eye to his mental development. Even if he lost something by dissipating his energies, we would still say he would be better at a school than at a centre. Nothing so stunting as premature specialization.

"E DUCATION for Efficiency," an address delivered by Dr. Eliot, President of Harvard University, which has been reprinted and circulated to members of the Teachers' Guild, by the generosity of Sir William Mather, will be read with great interest. Its main theme, that children must be taught to think, may sound trite, but the exposition is so new and refreshing, and so completely in accord

with modern life, that the reader cannot fail to be stimulated. School education is not so much a matter of acquiring such or such knowledge; but the problem is to get the young "to weigh evidence, draw accurate inferences, make fair comparisons, invent solutions, and form judgments." Criticism, Dr. Eliot reminds us, is often associated with the power of seeing faults: it should include the faculty of discerning merit and beauty. This faculty adds immensely to the enjoyment of life. Truth is the one thing to pursue: "In the modern world a nation is effective in proportion to its truthfulness, or, in other words, in proportion as it keeps its thinking, speaking, and acting in accord with facts." One other quotation to illustrate the meaning of truth in this connexion: if a teacher comes across a sluggish mind in a primary school, she must first find out what the sluggishness is due to—poor food, bad air, fear, a crushed spirit, or what not. "She must find out the facts of the case before she can deal with it. She must learn the truth about the child before she can set it free."

ALTHOUGH the great scheme of the Consultative Committee for the simplification of school examinations has so far borne no fruit, yet the leaven works.

**Diminution
of School
Examinations.**

While Oxford and Cambridge are considering a joint Matriculation Examination, or something of the sort, the Education Committee of Surrey, after consultation with the head masters of the county, has, with a stroke of the pen, inaugurated a great reform. In future, to the University of London alone is to be entrusted the task of examining and inspecting all the schools. There have been, up to the present, special examinations for all the County scholarships, and, as these were of a specialized form, candidates were required to take some other public examination as a preliminary. The two School Examinations of the London University will henceforth be used for all purposes. The simplification of work that will ensue in the higher forms will give the schools a real impetus. There is just one objection that may be urged. If the scheme is carried out entirely, some schools will tend to lose their connexion with the older Universities. But it is not too much to hope that before long the matriculation examination of any University will carry entrance to any other. And it must be recognized that Surrey is closely connected with London, and that the greater number of boys from the schools working in connexion with the County Council already go to London, if they go to a University at all.

THE Senate of the Royal University of Ireland has been advised that its charter gives it no disciplinary

**University
Discipline.**

powers that would enable it to punish the recent disloyal disturbance on the part of students. This decision places the Senate in the unpleasant position of having no real control over the body it is supposed to govern. It may be further argued that the Senate would have no power to withhold the granting of a degree to a student possessing no moral fitness. It seems likely that many members of the Senate will resign their positions, unless the opinion of counsel be overruled or the present disability is remedied by the granting of a fresh charter. It is certainly unreasonable that a University should not have full disciplinary powers over its students. It should have the power of expulsion and the power of withholding degrees. But it is questionable whether it is wise to endeavour to exercise this power in cases that can be dealt with by the police. It is not easy to find arguments in these days for upholding a mediæval system of discipline distinct and different from that under which all citizens live. If disorder takes place at

a public meeting, the common law provides a remedy. Granting degrees stands on a different footing. No University should be compelled to give a degree to any one who passes the examination, without regard to moral character.

THE London County Council clearly intends to manage its own schools. In applying for recognition of its four new secondary schools, it is distinctly stated that the

**The L.C.C.
and Assistant
Teachers.**

Council is responsible for the organization of, and for the appointment and dismissal of all teachers in, its secondary schools; and that, until further orders, head teachers of the Council's secondary schools be given the right of being consulted in all questions relating to the appointment and dismissal of assistant teachers in their schools. Practically, therefore, the Council intends to appoint all teachers in its secondary, just as it does in its elementary, schools. Under modern conditions the head master is no longer responsible in the way that he used to be, and it is therefore less reasonable for him to claim that he cannot answer for the success of the school unless he is allowed to choose his own staff. The London County Council, with its host of inspectors and educational experts, does not need the advice of a head master in the way that the governing body of a provincial grammar school needs it. In many ways the new position will be welcome to assistant masters. They will know the financial conditions of their appointment exactly, and they will not, at least at the pleasure of an individual, be liable to capricious dismissal. Nor is there reason to fear that the new conditions will fail to attract to the schools as head masters men of independence and originality. At any rate, the present Council may be trusted to know a good man when they have got him, and to give him his head.

WE are glad that the Board of Education has issued a strongly worded circular to Local Authorities on the subject of extraneous tasks—a kind of feudal incident to

**Teachers as
Organists.**

which the parsons cling. Just as we think it a regrettable error that the clerical profession should be combined with the scholastic, so we deem it quite wrong that the teacher in a public elementary school should necessarily be identified with what is known as parish work merely by reason of his position. The two sorts of work are essentially distinct. There is a further reason against the claim of the clergy that the schoolmaster should help in parish work. Men have to earn their living by one way or another; most men like, in addition to this necessary work, to have some voluntary outlet for their energy as well. If a man likes teaching in the Sunday school, by all means let him do so. Make it compulsory, and one runs the danger of spoiling the effect. If a schoolmaster can play the organ, by all means let him be appointed organist if he wishes. The evil is when such an appointment is made a condition of his residence in the parish. If, however, managers offend after this last circular, the Local Authority can hardly do otherwise than annul the appointment and the Board may refuse to recognize the school correspondent who has inserted the invalid advertisement.

FROM £12,000 to £15,000 in wages alone will be affected by the proposal to use paper instead of slates in elementary schools, besides the loss of the capital invested in the trade. Thus spoke Mr. W. M. Roberts to Lord Londonderry on the occasion of a deputation to the Board on the subject of the use of slates. It would be a great pity if any dislocation of trade were caused by an educational

**The
Slate Trade.**

ordinance; but it has been hinted already by scores of critics that English manufacturers are altogether too slow in scrapping machinery and turning their attention to changes in trade. The loss of the quarrymen will be the gain of the paper-makers. Canon Brownrigg, also a member of the deputation, recommended slates on educational grounds. The published report of the proceedings is too brief to enable us to estimate the value of the arguments. If the glare of white paper is harmful, the paper can be tinted. In our opinion slates are clumsy and dirty. They do not encourage either neatness or good writing. The method in vogue of cleaning them is said to be unsanitary. Indeed slates were only admissible when paper was costly. Lord Londonderry pointed out, in reply, that the Board had not forbidden the use of slates. Slates and "under-five's" are on the same footing.

MR. W. P. RICHARDSON, master of the Junior House at the King's School, Warwick, has been dismissed by the Head Master, the Rev. W. T. Keeling. A lengthy correspondence on the subject, including letters from the Head Master, the Clerk to the Governors, and the Board of Education, has been published. It appears that the sole ground for dismissal is the alleged inability of Mr. Richardson to introduce boys to the school. The Head Master's second letter contains this remark: "Both the Governors and myself are under the impression that you were expected to bring boys to the school through your private connexion. This is always a *sine qua non* in any such post as you now hold." Mr. Richardson denies that any such condition was attached to the appointment. The pity is that it should be necessary to refute so extraordinary a statement that a schoolmaster may be appointed on the ground that he can introduce business. The governing body supported the Head Master to the extent of declining to hear Mr. Richardson, although the scheme allows to an assistant master an appeal to the Governors. For this they have received a rebuke from the Board of Education. The matter has been allowed to drop, as Mr. Richardson has made arrangements for leaving, which cannot now be altered. The perusal of the correspondence leaves a very unpleasant impression, and, if the Governors and Head Master have no better defence of their action than that which has appeared in print, we think that a very grave injustice has been committed.

THE open letter signed by the leaders of the medical profession and of medical officers in schools calls attention to a point that has been strangely overlooked in school hygiene. These experts pronounce that nine hours of sleep is the minimum required by the growing boy; some boys require ten or more. Yet out of forty public schools from which Dr. Acland obtained statistics only five satisfied this minimum requirement, and half fell short of it by an hour. There is no need to rehearse the fatal *sequelae*, both physical and intellectual, which, as the signatories point out, must inevitably follow from this curtailment of the proper amount of sleep, no less injurious than a stinting of food or fresh air. It is more profitable to trace the error to its root—sheer ignorance. Our head masters have not been trained; questions of hygiene have never come before them, and in framing their time-tables they are content to follow the tradition of the elders. They, the survivors of the fittest, were kept up till ten, and got up at five to fag for their masters; they slept in turn-up beds, three in a room the size of a ship cabin. What was good enough for them is good enough for the youngsters. "Spartan nactus es;

hanc exorna." And so they go on in the old rut till science plucks them by the ear and admonishes them. When Dr. Dukes told them that, what with long working hours and short nights, there would be a complete breakdown, if it were not for the holidays, they shrugged their shoulders and whispered "crank"; but they can hardly so disregard the warning of the united faculty. In fact, the matter has been referred to a committee.

LOCAL AUTHORITIES.

In a note of last month on the Annual Report of the Kent Education Committee there was an unfortunately worded sentence: "Perhaps we shall have a supplementary report dealing with Sister Cinderella." It has been pointed out to us that in the document itself it is expressly stated that "a full report on higher education is in course of preparation, and will, it is hoped, be published shortly," and that a complete survey of the existing provision for all forms of higher education, both as regards quality and quantity, has been almost completed. The Annual Report is, in fact, an appendix to the voluminous Quarterly Reports presented by the Education Committee to the County Council. Nothing was further from our intention than to question in any way the zeal and activity of Kent in the province of secondary education, to which the sentence previous to the one quoted testifies; but it would be advisable in future reports to distinguish what is of general, and what is only of local, interest, and to publish the two parts separately.

THE Kent Education Committee continues "to devote a large amount of time and attention to the many intricate problems which are connected with the provision of the preliminary and practical training of young persons intended for the teaching profession in elementary schools." We agree that the problems are indeed intricate, and we agree with another remark in the Kent Report that "none of the various arrangements possible under the Board of Education's Regulations, as they stand, are really satisfactory from the point of view of the secondary school." Meanwhile, and pending alterations that must eventually come, the Kent Committee has arranged that the pupil-teacher's instruction in the secondary school and professional training in the elementary school shall be taken in continuous periods, the time being so divided as to permit of an unbroken year of instruction in the secondary school immediately before taking the King's Scholarship or other examination in lieu thereof. The existing regulations of the Board attempt to reconcile two conflicting points of view—i.e., to combine the full advantages of a secondary education with an apprenticeship in the practice of teaching. The pupil-teacher, by being withdrawn from the secondary school for part of the time must thereby lose a part of the education that might be received. At the same time a term of practical work in a school has its advantages. Yet it is a distinct disadvantage that the period of study should be interrupted, and that for a time the pupil-teacher should be partly emancipated from discipline. At any rate, the Kent Committee has taken the best line that is possible under the Board's Regulations by dividing the time into continuous periods, and not into alternate days or half-days.

THE "Handbook for Managers," issued by the Surrey Education Committee, is an admirable work. We do not recall any publication of a Local Authority composed on quite the same lines or likely to prove, so thoroughly and usefully, the manager's complete guide. A man who has mastered the information and absorbed the spirit of this book will prove exceedingly useful to his district. The volume is not crowded with statistics or lists of schools: it might be described as a sort of confidential communication from the County Committee, inspired, we suspect, by the chairman, saying in effect to managers of schools: "Here are our ideas; this is what we want to make of the education of our county; these are your powers; this is how you can help us; will you, for the sake of the children, realize your responsibilities and duties, and perform them with enthusiasm and zeal?" It seems that the change of government that, during the year just past, has taken place (both as regards Chairman and Secretary) in the Surrey Education Office is already resulting in a cordial spirit of co-operation throughout the county. It has been said that under the Act the managers are shorn of so much of their authority that their interest would lapse. Those who hold that view would find reason to change their opinion if they read Mr. Chapman's "Handbook."

THE "Handbook" lays down that it is the duty of the Local Authority, as concerns elementary education, to give a practical, as distinguished from a literary, education to children who will have to become wage-earners at the age of fourteen, and at the same time to provide opportunities of further education for those who are able to postpone the wage-earning period. With regard to the first class, the scheme provides for public elementary schools, higher elementary schools, evening continuation schools, and technical institutes. For the second class there are the secondary schools (fed by the private preparatory schools as well as by the elementary schools), leading to colleges of University rank. It is important to notice that the Committee has adopted the syllabus of "Training in the Private and Public Duties of Life." It is easy to pick holes in and to poke fun at this syllabus; but, used sympathetically, it will achieve great practical results. There are also forms of prayer, hymns, and the like for the use of provided schools, a map of the county showing the area feeding each secondary school, and a graphic illustration of the scholarship ladder, showing the chances that each child possesses, and reminding the managers of their duty of making these known. The book is written for managers, and, on the whole, the teachers are treated with much consideration and their work cordially recognized. At the same time some of the advice given hints at a suspicion that teachers may be remiss and tends to make the manager an inspector. This is, perhaps, unfortunate.

A CONSIDERABLE amount of our somewhat scanty space has already been given to the work of the Surrey Education Committee, but we must say a word about the twelfth report that has just reached us. It is bulkier than usual, and there seems no longer any desire to keep the public in the dark; indeed, so convinced is the Committee of the value of publicity that a series of resolutions have been handed to the Chairman of the County Council asking him to take steps that may result in a proper discussion in public of the work of the Education Committee. With regard to secondary schools, the report contains what is practically a revolution, and one that will be welcomed by all secondary teachers in the county, and used as an argument in other localities for getting a similar boon. The change effected puts the schools, as far as their intellectual work is concerned, under the University of London. The examinations for the Major and Intermediate Scholarships and of the London Chamber of Commerce are swept away. Previously pupils in the top form of a school might be preparing for three or four examinations; now there will be but one. This is a real reform that will have an undoubted effect on secondary education. Certain modifications or additions will have to be made in the syllabus of the London University School Examinations, but the authorities are quite willing to make the necessary changes.

THE third Annual Report of the Manchester Education Committee is, like its predecessors, a model of conciseness and lucidity. We can only pick one or two points for comment. The Board of Education's report on the Art School is again most satisfactory. A new girls' school is projected, thus leaving the existing Municipal Secondary School entirely for the boys. As an instance of the breadth of view taken by the Committee, it may be mentioned that at the request of the Incorporated Guild of Hairdressers, Wigmakers, and Perfumers a course of practical instruction in "Board work" has been arranged for the apprentices and improvers in the trade. Not the least interesting part of the report is that dealing with the provision made by the Committee for the proper feeding of children in need of nourishment. We have all reached the point of recognizing now that it is criminal folly to attempt to stimulate the brain of a child suffering from semi-starvation. Indeed, the need of proper food, properly assimilated, is greater than, and is a necessary preliminary to, the need for education. Fresh air, an out-door life, and suitable exercise are not always possible in crowded cities: the importance of the food question becomes thereby the greater. In Manchester, we gather from the report, the necessitous children will for this winter, as heretofore, be relieved by voluntary agencies. The Education Committee has held conferences with the Guardians, but so far no agreement has been reached with regard to carrying out the Relief Order of 1905.

THE City of Manchester has no less than 112 evening-school departments. The returns show an increase of 1,891 individual students as compared with the corresponding period of last year, the total number of evening students of all sorts amounting to over 18,000, while there were 32,000 class entries. The Committee is so far satisfied with the attendance of the free students from the elementary schools last year that it has decided again to remit the fees of such children. This time there is a proviso that the parent or some responsible person should guarantee to return the fee if the student does not make a satisfactory attendance. This seems to us a wise provision. We think, also, that

a qualifying examination might be demanded from those who get educational facilities at the cost of the ratepayers. Such an examination would probably cut out those who were unable to profit by the teaching, and whose presence acts merely as a drag on the teacher until they are bored into absence. An uncompleted course can be of little real value. A table dealing with the attendances at the classes held at the Municipal School of Technology shows that the numbers reached 7,600 in the fifth week (starting at 6,650), and fell steadily—with one or two irregularities, owing to fog, holidays, and the like—down to 250 in the thirty-second week of the classes. This is the usual experience in evening classes, but it cannot be considered satisfactory.

THE Report for the Session 1904-5 of the Municipal Technical School of Birmingham shows an increasing appreciation of the opportunities offered on the part of students, additions to the premises and equipment, and an increasing number of classes. The attendances appear to be well maintained, and the figures indicate a growth in regularity as compared with the preceding session. The numbers given are those of the months of October and February: in some classes there is hardly any diminution of attendance, but, taking the classes all together, 28 per cent. of the students have fallen out by February, and an increasing diminution is to be expected for the succeeding months. On the other hand, we find that the summer classes have been well attended.

THE Quarterly Report of the Staffordshire Education Committee indicates no great eagerness to allow managers to exclude children under five years of age from the public elementary schools. The Committee has decided that children already on the register must not be excluded; that applications from managers for permission to exclude such children for the future shall be considered by the Geographical Sub-Committee, and that permission may be given when all the schools in an area are agreed upon the point.

MR. STEPHEN BAKER, Assistant Secretary for the Local Committee of Education of Swinton and Pendlebury, has been appointed Assistant Secretary to the Union of Lancashire and Cheshire Institutes. Two hundred and thirty-three applications for the appointment had been received. At the same meeting at which Mr. Baker was appointed, the following centres were affiliated for the purpose of the Travelling Library—namely, Moulton Council School; St. Michael's-on-Wyre Reading Room.

NOTES ON EDUCATION IN 1905.

By AN OLD FOGGY.

EVEN to one who, like myself, views the traffic of omnipotent authorities and pertinacious associations from a distance, and so fails to discern more than tendencies of superficial significance—ripples agitating the surface of unfathomed currents—it is apparent that a troublesome weather is coming. As Prof. Sadler suggests, "both in England and Wales, not to speak of Ireland, the educational barometer points to storm." It is well perhaps that it is so. The settled calm of unanimity would indicate only the "unanimity of the ignorant"; our condition demands the intelligent "disagreement of the inquiring." And Dr. Gow, it may be, is right in saying that the whole system of modern education wants altering from top to bottom.

WHEN a prominent statesman courageously challenges a cherished principle of commercial policy, and proposes an alternative, it is perhaps inconvenient for his political associates, but exhilarating to his opponents, and educationally useful to the electorate. Personally, as you have permitted me to remark on a previous occasion, I do not favour the feverish desire to exchange the old for the new; to substitute the unknown for the known, the shadow for the substance. But the operation of social and economic forces, I am willing to admit, may require, from time to time, a readjustment of the machinery and institutions of Government. The greater the complexity of national needs the greater the importance of a clear perception, not merely of measures necessary to solve immediate problems, but of the future destination to which the adoption of particular measures will carry us. It is reasonable to review a principle of commercial policy adopted fifty years ago; to consider whether it is equally advantageous under existing conditions. Similarly, I believe, the time has come to recon-

sider whether in the cause of public education our proceedings are on appropriate lines, and leading in the right direction.

"WE want now," in fact, as Prof. Churton Collins says, "direction, consolidation, system," and something more. We want to be assured of the wisdom of terminating the principle of *laissez faire* in the domain of elementary education; we desire to be convinced that the socialistic stride of free schools in 1891 has justified itself; we want to know why, if the State (in default of parental action) provides a compulsory mental *pabulum* free of charge, whether the child wants it or not, it is not equally a responsibility of the State (in default of parental action) to provide not only "free meals," but the additional gratuity of raiment and shelter. The distinguished statesman with a determination to put national education on a business footing is, however, still to seek. The Education Board is too deeply prejudiced by its past to favour the abolition of the policeman and the relieving officer from the sphere of the schools. And from the intelligent disagreements of my inquiring professional friends nothing can be expected. After associating, conferring, and resolving for many moons their conclusions were partly summed up by Dr. F. H. Hayward in a suggestive paper read at the Preceptors' College, on "Chaos and Contradiction in Present Day Educational Thought."

A FRIEND of mine was attending evening service in a small church in the county of W—, and the light was waning. The old rector read his discourse with difficulty, and concluded with appropriate reflections on the spiritual apathy of his flock and an appeal for an attitude of more enthusiasm towards parochial affairs. "Enthusiasm," he read, "enthusiasm leads to — leads to —." But the light had waned, and the old rector was unable to proceed. "Here, Crouch," he called to the verger, "take this to the window and see where enthusiasm leads to!" I thought of this incident after reading "Suggestions for the consideration of Teachers and others concerned in the Work of Elementary Schools." They are the suggestions of enthusiasm, but to where do they lead? Ask the village schoolmaster struggling with the concurrent instruction of several "standards" in several subjects; ask the class teacher confronted with sixty untutored little boys and girls; or you can invite that useful person once an "Article 68," now known as "Supplementary," to take the "Suggestions" to the window and tell us where they lead to! They are counsels of perfection, displaying a considerable disregard for the conditions and limitations of primary-school instruction. To attempt to give effect to them would more than double the present cost of elementary education. Reading and writing are not to be regarded as ends in themselves, but "writing is a means for fixing in intelligible language and character the passing thought," reading "a means of increasing the stock of words at command." And "The child should be encouraged to read independently and to reproduce as soon as possible in his own language the result not merely of his observations in the natural world, and in his scientific teaching, but of his historical and literary studies." And we must not omit "the cultivation of taste." An appeal must be made to the sense of harmony and rhythm, so that the children will learn to value "choice of language and beauty of expression, and the exact correspondence of thought and word."

THIS and much more in a similar strain. Beautiful sentiments, elegantly expressed. For the common schools of this country, however, concerned with five million little children (half of whom leave at the age of thirteen) and staffed by certificated masters and mistresses at average salaries of £134 and £89 respectively, the "Suggestions" are palpably absurd. They suggest further excursions in pursuit of academic refinements and ideals to the neglect of the plain and simple substance which each school ought to be capable of supplying. Mr. A. C. Benson, alluding to another sphere of educational controversy, observes that the boy "never reaches the stage at which classics become literature." The majority of little boys and girls in the primary schools seldom reach the stage beyond which reading and writing become the means to qualify for a certificate of exemption. In fact, if they do acquire a reliable knowledge of the rudiments and a disposition to exercise them

in self-improvement, the primary school is doing what it should be designed to do. If we take care of the rudiments, the natural capabilities will take care of themselves. The nation must be assured that the present large expenditure on public education is adequately productive before seriously entertaining "suggestions" for indefinitely increasing the investment. There is a widespread impression that the schools frequently fail in their primary function. "Birmingham manufacturers," I read, "find grievous fault with the Birmingham office boy. They say that he has no business aptitude, that he cannot write, that he cannot cast up a column of figures. The business men urge that the schools give nothing like an adequate return for the enormously increased expenditure compared with twenty-five or thirty years ago." The Archbishop of Canterbury said in the House of Lords: "By an investigation made some years ago in the Eastern counties into the educational status of a hundred boys taken at haphazard from the ranks of agricultural labourers, it was found that of boys between sixteen and eighteen one quarter could write fairly, one quarter moderately, and quite one half could only write in the most disgraceful manner; while in arithmetic 75 per cent. could not answer a single one of the simple questions set. Yet many of these boys had been in the elementary schools a few years before, and some of them had attained the sixth standard."

I HAVE attempted in vain to arrive at the total cost of primary education in this country from a voluminous collection of "statistics" recently published. It will not be, however, any exaggeration to estimate the cost of maintaining schools for something over five million pupils at about £15,000,000. Ten years ago, on account of four million pupils, the cost was approximately £10,000,000; while twenty years since, in respect of about three million pupils, it was, in round figures, £5,000,000. If it be open to doubt whether the schools have increased in efficiency in proportion to the large additional cost, it appears to be certain that in many districts they are now generally attended by children whose parents can well afford to pay school fees; it is equally certain that the type of primary school might be with advantage differentiated. To meet modern needs and conditions the Free Education Act of 1891 should be repealed, and Local Authorities permitted to charge fees, or provide free schools, or free places in schools, as they might determine. From 1874 to 1891 the average of school fees received per child in average attendance amounted to about 10s. This average would to-day yield £2,500,000 a year.

THE gravity of the burden of local taxation—due very largely to sentimental and socialistic legislation, designed to perpetuate the incompetent, the unthrifty, and the unfit, at the expense of the capable—is not realized by the army of important officials who constitute the Local Government Board, the Commissioners of Lunacy, and other Departments of the State. An Inspector in His Majesty's service naturally supposes the representatives of ratepayers to be utterly bereft of individual characters, intentions, or opinions, and is persuaded that he was born to supersede the necessity of their having any. "If he were to make a discovery to the contrary, he would be simply stunned, would never recover himself most likely, except to gasp and die." In education, it is to be observed, the grant paid by Government is fixed and limited; the requirements of Codes and Inspectors cannot be fixed and are far from limited. Local Authorities have no effectual control over the regulations of the Board or the requirements of the Inspector. They are confronted with the prospect of paying indefinitely the difference between the fixed amount contributed by Government and the constantly increasing cost of new demands in the name of efficiency. The position, if it were less serious, would be absurd. If the Central Authority is to continue to control expenditure in the schools, the full cost of maintaining them should fall on the Government Exchequer. An equitable distribution of responsibility, I am told, would be for school buildings to be provided by the local ratepayers; the cost of maintenance to be defrayed by (a) Government grants, (b) fees of pupils, and (c) contributions of Local Authorities in lieu of school fees. The amount of the school fee might vary from 1d. to 1s. a week, according to the type of school and the locality in which it was situated. In many districts, no doubt,

a free school would be a necessity. At such schools free meals in addition to free instruction could be provided, and we should thus, perhaps, modify the effects of socialistic aims in educational legislation, which tend to deprive the individual of independence and the parent of responsibility.

It would be entertaining if a great and good man—the editor of one of the organs of Nonconformist opinion or an apostle of passive resistance—could be appointed Autocrat of all the Educators, with power to settle the education question without reference to the rights of any conscience but his own. I read: “The spirit and genius of Nonconformity find, happily, full representation in the new Government. . . . We may be well content to leave the Education Acts to their early fate. Mr. Birrell will be concerned with the work of piloting through Parliament the new education measure, which, it is greatly to be hoped, will not only establish the principle of popular control in State-supported schools, but also mark a large advance in the struggle towards social efficiency.” Mr. Birrell, who has been unkindly described as “the Radical Party’s universal provider of ordinary platform fustian,” is, I understand, committed to the belief that “a Bill must be carried through the House of Commons if not repealing, so far modifying the Acts of 1902 and 1903 as to place all public elementary schools in England and Wales under the control of some public authority, with the consequence that all teacher-ships will be thrown open without any sectarian qualification. To do less than this would be to do nothing.” Alas! for the teacher of the future, the “happy warrior”

Who, with a natural instinct to discern
What knowledge can perform, is diligent to learn;
Abides by this resolve and stops not there,
But makes his moral being his prime care.

PROF. SADLER continues, I see, to render extremely valuable public service to the cause of secondary education, and his reports to the several Local Authorities who have enlisted the aid of his discriminating intelligence are all of excellent quality. Local secondary schools, during recent years, have suffered much from conflicting Authorities and confusing aims. They have afforded a convenient dumping ground for new schemes and alien products. They have been bribed to supply technical education and persuaded to seek salvation in the creation of science laboratories and workshops for manual instruction. They have been registered, inspected, recognized, differentiated, reorganized, and co-ordinated. They have survived the invasion of inconvenient little boys and girls from elementary schools armed with the doubtful passport of scholarships, and their freedom is now assailed by the half-time demands of pupil-teachers. In the State-aided secondary schools, in 1903-4, 52,466 pupils were “taking the approved course.” The number of recognized pupil-teachers during part of that period was 26,316. It is, I believe, the policy of those who control us for all pupil-teachers to attend secondary schools. Thus, the danger of “the right path of a virtuous and noble education” being diverted for the special requirements of a professional class appears to be imminent. Satisfactory training for the pupil-teacher has, however, given immediate prominence to the question of secondary education, and strengthened the case of those who advocate its claims to additional public support. In this branch of education, as in the case of elementary schools, I believe the right solution to be for the buildings to be provided by the localities, for the cost of maintenance to be made up by Government grants and the fees paid by pupils, and for the Local Authorities to pay the fees of pupils of exceptional merit.

AT a conference of learned experts and simple laymen the experts debated with accustomed perspicacity on devices for arresting the vagrant mental tendencies of ardent youth. A method known as “Heuristic” appeared to be the one thing needful—a patent medicine for the pedagogue warranted to cure all the disorders of the schoolroom. The chairman of the conference, who was not, like the schoolmaster of the “popular imagination,” described by Prof. J. Adams, “a loud-talking, pompous, dogmatic man, pre-eminently sure of all his facts and deplorably self-reverent,” ventured the inquiry: “What is the meaning of Heuristic?” With commendable promptitude a distinguished educationist replied: “Find out for yourself, sir!”

For the remainder of the conference, it is stated, the learned experts were engaged in trying to explain to the simple laymen where the joke came in.

IN the course of time the aspiration of each local University college for an independent charter to confer degrees will be realized, and academic distinctions adapted to parochial requirements. In America, I understand, there are some five hundred degree-giving institutions, the majority of which have no claim to the title either by equipment or by teaching capacity. There is no immediate danger, I apprehend, of a similar state of affairs in this country, but it may be regretted that the local University college—a modern growth called into existence by modern needs—is not likely to maintain its distinctive character. The substantial increase in the Treasury grant to these institutions has suggested to the special correspondent of one of your contemporaries the desirability of placing the colleges under the Education Board. The older Universities, he suggests, will, before long, find it necessary to appeal to the nation for funds. “Some of those who were much disappointed by the decision of the Senate at Cambridge to maintain compulsory Greek feel that their only remedy against the forces of obstruction, which are periodically recruited from the whole country to defeat reforms which many of them are not capable of understanding, lies in some measure of Government interference to be purchased by financial aid.” The Education Board would address itself with habitual zeal to the congenial task of framing vexatious regulations for the recognition of Universities. Perhaps in the near future an association of Vice-Chancellors will be discovered supporting the Incorporated Head Masters in deploring the inadequacy of capitation grants and regretting that they are not calculated upon terminal attendances.

ADVOCATES, like the Incorporated Head Masters, in favour of an entrance examination for candidates proceeding to degrees in mathematics and science, with a modern language as an alternative for Greek, are entitled to believe that common sense and substantial argument are on their side. As Henry Sidgwick, in his illuminating essay, pointed out, there seems no adequate reason why Latin and Greek should be regarded as a sort of Siamese twins which Nature has joined together, and which would wither if separated; while the substitution of French or German for Greek might not be disadvantageous educationally and, for practical purposes, would be an obvious gain. But I rejoice that Cambridge, in these days of change and expediency, declined to heed the persuasive arguments of the reformers. I am grateful that the so-called forces of obstruction are still in reserve to maintain inviolate the traditions of the ancient seats of learning. “If we have charge of the treasures of the past and of the accumulating discoveries of the present,” said Vice-Chancellor Beck recently, “we have also a yet graver responsibility. We are the guardians not only of the ablest, but of all who come to us for light and life. We dare not starve them on one food. Your single-food product is apt to become an intellectual freak and a barbarian. But the mind and soul of man is too fine an organism: it cannot live on physical facts alone. . . . We have not yet said that man must choose between the two halves of a mutilated education. Our aim is, and ought to be, to give, preserve, and transmit some intelligent notion of a complete education, and some sympathy with the idea of it.”

AN esteemed correspondent, who moves among those who make educational history, is accustomed at this time of the year to remember the seclusion of my existence, and to share with me his well informed opinions. He tells me that, in the matter of education, we need not anticipate any cataclysm with the new Government. My correspondent is probably right. The gentlemen who have recently ceased to be in opposition to His Majesty’s Government will now be obliged to regard the question from more than one point of view. They will find, I believe, the Acts of Parliament which have been made to appear so outrageous to the Nonconformist conscience are, in practical working and effect, measures of so radical a character that only a Conservative Government could have proposed and passed them. And they will also find that it is much easier to be passive resisters than educational reformers. For the lot of the educational reformer is like life in this—“it is a field of battle, and not a bed of roses.”

IF AGE BUT KNEW.*

WE welcome in a permanent form the series of articles on educational reform which excited such keen interest as they appeared week by week in the *Westminster Gazette*. We have already commented in passing on one or two special points; but we purposely refrained from any general criticism till we had the whole scheme before us.

"Kappa," whose anonymity we are bound to respect, is a layman professing no knowledge of public schools beyond what he has gained by common report, and by observing in his young friends the results of public-school teaching. He tells us, moreover, in the introduction that he is, or rather was at the time when the papers were written, wholly unacquainted with the literature of the subject: "I felt that the value of my evidence must lie in its sincerity as a record of personal experience and thought, and could only be impaired by collusion with other witnesses."

There is much to be said for such abstention, and we gladly allow that the book is charming by reason of its originality; that it represents "a continuous process both of thought and feeling," not, as most books of the kind, a distillation of other men's thoughts and feelings. Yet we doubt whether, on the whole, the gain outweighs the loss. Much of "Kappa's" original thought has been anticipated. For instance, what seems to him an audacious attack on the idol of athletics has become almost common form with schoolmasters, and might be mistaken for a speech at a Head Masters' Conference. Of this "Kappa" is partly aware, and we may accept his justification—that a truth which is not practised cannot be too often dinned into ears. But there is a graver defect which we cannot overlook. Had "Kappa" read and pondered the ordinary text-books on method and *praxis*, and weighed the experience of men who have devoted their lives to the art of teaching, they would at least have given him pause, and he would certainly have reconsidered his scheme of studies. As it is, we have an educational Utopia no more realizable than Plato's Republic or the course propounded in Milton's Tractate. The ideal of all three is a noble one. It is, as "Kappa" expresses it, the awakening of the faculty of wonder, the beatific vision of Aladdin's Palace, the pursuit of the adventures of Sinbad. He makes us see how weary, stale, flat, and unprofitable are all the uses of our present school world, and he fires our imagination with a vision of the future schoolboy, his eyes open to the starry heights, his thoughts widened with the process of the suns. The critical and destructive portions of the book appeal largely to our sympathies, though there is no attempt to present any but the seamy side of public-school education. Against the Uptonian, the polo and bridge player, the *blasé* scholar and the *dilettante* don, we should in fairness have been shown the Indian Civil servant, the colonial governor, the county magistrate, the founder of polytechnics. "Kappa" is confessedly a counsel for the plaintiff. It is when we come to the constructive part that the amateur stands revealed—not only the writer without any practical experience of teaching, but the theorizer who has never studied psychology and knows nothing of the mind of a child except from his own far-off recollections of childhood.

From the age of seven up to thirteen the child's studies are to be divided between science and history. Under science we must suppose mathematics to be included, and history embraces the study of literature, to which again the study of language is ancillary.

Now there is a general consensus among educators, whether scientific or non-scientific, that science, in the strict sense of the word, cannot be profitably taught to children under thirteen. It might be supposed that "Kappa" by science intended nothing more than object lessons or Nature-study in the Froebelian sense; but it is not so. He distinctly lays down as the first studies for the schoolboy astronomy and zoology—"the enumerations and classifications of zoology are so essentially attractive to children that," &c.—and when a practical schoolmaster assures him that astronomy as a school subject is no more stimulating to the imagination than Greek grammar he sticks to his guns and replies that this is all the fault of the

teaching. Again, we say, had "Kappa" read Prof. Miall, or any one of a dozen educationists we could name, he would certainly have written differently—probably have substituted botany for zoology, physics for astronomy, and not wholly have ignored drawing and manual instruction.

Our history teaching, according to "Kappa," is as bad as, or worse than, our science teaching. Our professors of history have ranged themselves in two hostile camps—the big-endians and the little-endians. "You are both wrong," says "Kappa," "you should eat your egg at both ends simultaneously, combine 'the planetary and the parochial aspect,' begin at once with the savage and the policeman." If this means that we should teach a child something of "how we are governed," and at the same time something of myth and legend, that seems to us a very sensible proposition. But "Kappa" intends much more than this. He would have us begin with "the anthropological prologue to history"—primitive man with his cave-dwellings and celts, his totems and taboos. We are old-fashioned enough to think the "Odyssey" and "Robinson Crusoe" better food for babes than "Primitive Marriage" and "The Childhood of Religion."

We pass to language, which "Kappa" allows to be the *crux* of the matter. He does not propose either to crush language out between science and history, or to wedge it in, but to approach it through and as a part of history. Working downstream from Adam or the neolithic man, the child will come to Greece, and then will be the time to teach him something of the language of Greece, that he may read his Herodotus and Thucydides in the original. "Working up-stream he would trace the constituents of his own language back to Germany and Normandy, to Rome and Athens."

A fine conception, with this nucleus of truth in it, that ancient languages wholly, and modern languages mainly, should be learnt as keys to their respective literatures, but even its author sees that it cannot be carried out in practice. We must take it that the exceptions prove the rule. French is an exception. French should be picked up before, or soon after, the alphabet. In any case it should be the second tongue. Greek is an exception. "The learner should curb his longing to converse in their own idiom with Herodotus and Thucydides." Of Low German and Anglo-Saxon and Norman French nothing further is said. We may assume that they all go by the board. Latin alone remains to illustrate the theory, and every boy, by the time he is twelve or thirteen, should, according to "Kappa," have a considerable Latin vocabulary and some knowledge of grammar. Latin is a necessary element in a liberal education. Then follow two chapters denouncing the fetish of grammar and verbal chess-playing, or the fetish of composition. With these we do not propose to deal. The matter is not new, but the arguments are admirably marshalled, and the hits are palpable.

We began by welcoming the volume, and it may seem a strange way of showing our gratitude to the author to have set about demolishing the contents, but he will, we are sure, agree with us that the sincerest flattery is not imitation, but full criticism. The parts wherein we agree we have passed lightly over. We thank him for setting before us a high ideal, "a school in which the saga of humanity is largely and luminously revealed to the average boy." We thank him, too, for bringing home to the average parent our failure in the past even to approximate to this ideal. This is a signal service, however mistaken and impracticable we may deem the methods proposed for pursuing the New Learning.

To sum up our dissent, we do not believe that history can be profitably made a central school study; still less do we believe that literature and language can be subordinated to history teaching. Correlation is a blessed word, but to the theorist it is like to prove an *ignis fatuus*. Let us hope that "Kappa" will continue his pedagogic studies—he has already profited by Sir J. Fitch's lectures and Mr. Benson's "Schoolmaster"—that he will penetrate beyond the offices of a public school, make his personal observations, and not attach so much faith to two ephemeral novels.

WE owe an apology to the *School Guardian* for assigning to it a foolish comment on a foolish story that we quoted last month from the *School Guardian*. The editorial, "we cordially agree," was part of the quotation from the *Daily News*.

* "Let Youth but Know: a Plea for Reason in Education."
By Kappa. (3s. 6d. net. Methuen.)

CORRESPONDENCE.

HEAD MISTRESSES FOR CO-EDUCATIONAL
SECONDARY SCHOOLS.*To the Editor of The Journal of Education.*

SIR,—Has any County Authority in England appointed a woman to the headship of a co-educational secondary school? The number of such schools under public management seems certain to grow. In the smaller towns, especially in country districts, it is impracticable to establish two well staffed separate schools (costly because small), and yet necessary to provide secondary education for both girls and boys. Thus, in many places the real alternative lies between co-education and leaving half the need unmet. Buildings are costly. Staffs should be far more costly than they are. The one hope for real efficiency in secondary education in the small places lies in concentration. Moreover, in the movement for increasing the number of secondary schools, we feel the impulse, and ought to use the force, of a new social ideal—an ideal which in all new lands (and England is half new) translates itself, partly for economic but partly for deeper and more instinctive reasons, into co-education.

But is there sufficient reason for thinking that in a co-educational secondary school, which keeps boys and girls together from twelve years of age to sixteen or beyond, the head must be a man? Much more than half of the elder pupils will in most such schools be girls. In the importance which should be given to English subjects and in many points of internal organization and teaching, it seems desirable that the new co-educational schools should be more akin in spirit to the best day schools for girls than either to the ordinary boys' grammar school or to the public elementary school in its usual present form. It should combine, of course, what is best in all three, by having teachers representing the experience of each upon its staff, but should it not make English literature, physical exercises, drawing, and singing more important parts of the curriculum than they are at present in boys' secondary schools of the older type, and should it not require much more individual work from the pupils, throw greater responsibility for internal government upon them, have more specialist teachers, and make more use of the training which comes through organized school games than in existing circumstances is possible in public elementary schools?

For these reasons it seems desirable that women should have opportunities of influencing, as only the head of a school can do, the tone and methods of a sufficient number of the new co-educational secondary schools. There are many women who have the gifts and qualifications for this work. Is it in the least necessary that they should be thought, because they are women, unfitted for it? Women often excel in the management of boys' clubs and as superintendents of mixed Sunday schools. What is there in the direction of a co-educational secondary school that is likely to be unsuited to their administrative powers?

In the United States the number of secondary schools and the number of pupils receiving secondary education have more than doubled in the last fifteen years. The course in the secondary schools begins at fourteen or a little earlier, and extends (for those who remain at school) till eighteen or nineteen. There are in the United States 6,800 public secondary (or, as they are there called, high) schools. Of these, all but 56 are now co-educational. In 581 of these co-educational public secondary schools the principal is a woman. Dr. Harris, the United States Commissioner of Education, who has been so good as to supply me with information on the subject, writes that "the co-educational high schools in charge of women seem to be quite as successful as those in charge of men: but most of the former schools are in the smaller cities or urban districts where the duties of the head of the school are less varied and onerous than in the high schools of larger cities. In the principal high schools, besides the usual curricula, provision has to be made for manual training and military tactics, or some form of physical training adapted to boys. Moreover, there is a great deal of business to be looked after, which can be more easily transacted by a man. . . . It sometimes happens that there are several high schools in a city under a general director. This is the case in Washington, where two of the

five high schools under one director have women principals. The women at the head of the high schools are almost invariably women whose exceptional ability has been shown in other positions."

In our own co-educational secondary schools, small as well as large, there will have to be manual training for the boys. But a head mistress would be able to arrange for such instruction being given by a competent teacher. Probably Dr. Harris refers to cases in which manual training forms a much larger part of the secondary-school curriculum than would in ordinary circumstances be found expedient. With regard to physical training, I may add that some of the best which I have ever seen is in a co-educational secondary day school. The instruction is given by a woman. I saw her taking a class of big boys. The discipline was perfect.—Yours faithfully,

MICHAEL E. SADLER.

December 20, 1905.

MISS BATHURST v. THE BOARD OF EDUCATION.

To the Editor of The Journal of Education.

SIR,—With reference to the "Special Reports by Women Inspectors of the Board of Education," may I ask you kindly to publish the following statement?

The Board of Education have prefixed a separate preface to my report denying the accuracy of my statements and impugning my personal truthfulness. I had never seen this preface or the notes till they appeared in print. My original report had been sent in thirteen months previously, *i.e.*, on August 16, 1904. Seven weeks afterwards (on October 7, 1904) I received instructions to write a supplementary report. Between these two dates my result forms had been sent to the Office; therefore the Board had had before them not only my report, but the detailed evidences on which it was based.

My second report was sent in on February 7, 1905, and had been in their hands seven months. During the whole of this time no hint was given me that the facts were under dispute; no question was asked me, no chance was offered to me of explaining any point under discussion. The injustice of this procedure is self-evident: the only explanation that occurs to me for the action taken by the Board is as follows. The Board had, I think, no intention of denying the truth of my first report until I insisted upon their printing the second (see *Morning Post*, September 29, November 1 and 8). To punish me for revealing the procedure with regard to reports, they have thrown doubt on all my statements.

I propose to deal here with the principal points only; but I have sent a detailed reply to the President of the Board of Education, begging him to include it in the next edition of the "Reports." The original edition has already been withdrawn from circulation. On page 77 I say: "Under the present régime the work of inspection is necessarily largely done by subordinate officers; these Inspectors outnumber the H.M.I.'s by 4 to 1. As a rule they write suggested reports on the schools visited; but H.M.I. is ultimately responsible for the form such a report takes and the opinions it expresses. The reports of the schools are therefore not necessarily even drafted by the Inspector who visited the school." Later on I say: "On some occasions reports have been simply altered, amended, or portions omitted without such reference, and the report has reached the school with that omission, without the knowledge of the writer or of the Inspector responsible for the district."

Mr. Morant's note says: "The duties of a Sub-Inspector are not accurately described." The note at the end of the report adds: "It is not the case that before June, 1904, it was the practice of Junior Inspectors to alter reports without reference to the inspectors who had furnished them." I must point out that I never said: "It was the practice." Mr. Morant deliberately misquotes my words, which are as follows:—"On some occasions reports have been," &c.

I now, before specifying two occasions on which my ordinary reports were altered, make the following statement:—This special report of mine contains some notes made under the direct authority of Mr. Morant, unknown to its editor, Mr. Cyril Jackson, who, like myself, never saw them until they appeared in print. I appeal, therefore, primarily to these particular special reports to prove my contention. Can any stronger proof be required that reports have been and are

manipulated at headquarters; that Inspectors are muzzled; that it requires exceptional moral courage to speak one's mind?

I state in my report—and I restate it now—that a Sub-Inspector is not expected to draw his own inferences, but to reflect the opinions of his chiefs.

I again appeal to this volume of "Special Reports" to prove my contention. Miss Munday has been an Inspector for ten years; I was an Inspector for seven years; Miss Callis has been an Inspector for eight years. Compare our reports now with the ordinary reports of the districts in which we have worked. Have our views found expression before, and to what degree? In my own case, reports on infant schools have never, except in Oxon, represented my views. Throughout my official career I have pleaded in vain for rational treatment of baby classes, and for maternal rather than military discipline. The reports did not represent these views, but those of the H.M.I.

Again, I appeal to the log books of Manchester. Mr. Kynnersley inherited the staff of Sub-Inspectors who had worked under Mr. Cornish. The schools are therefore largely visited by the same officers and taught by the same teachers; but the whole tone of the reports has changed, and from the date of Mr. Kynnersley's arrival criticism has replaced satisfaction. Again, I challenge the Board of Education to produce the correspondence they had with Mr. Sneyd Kynnersley about one of his own reports—especially the letters and minutes of Mr. Trench, date May or June, 1904.

Lastly, I come to the individual cases where my own reports were altered at headquarters, unknown to Mr. Holmes, the Inspector responsible for the district. See page 77 of "Report" and Mr. Morant's note (page 93) where he says: "The words quoted were never used." I shall ask the Board of Education to produce the correspondence to which I referred. The school is Spilsbury, Oxon, and the manager was Lord Dillon. The words they repudiate were those of a junior examiner. He said he did not wish "to offend the philanthropic nobleman." The word "offend" may have been "annoy" or some such term; otherwise the quotation is correct. The teachers were Miss Bayliss, Miss E. Bayliss, and Miss Kitchen. Their united salaries were £100 a year. The teacher under Art. 50 got £10 a year. These are hardly philanthropic prices. My report for 1902 ran as follows:—"The work in this school reaches a most unusual standard of intelligence and efficiency, and the greatest possible credit is due to its admirable teachers. At the visit of inspection half the children in the school were sharing each other's books. This practice is injurious to the eyesight, and reflects discredit on the managers." The report was passed by Mr. Holmes, but sent down to the school without the last phrase. The other school was Hinton in the Hedges, near Brackley.

Again, on pages 76 and 77 of "Report": I was not talking only of the closing of a school, but of condemning the teaching in a school. It requires real moral courage to suggest alterations in methods of teaching, or construction of buildings, when the managers have political influence and are likely to oppose the ruling of the Inspector. Page 77: I submitted this report to Sir John Gorst, who replied on February 5, 1905: "Your report is very interesting and perfectly true. You, who are out of the service, alone can afford to speak the truth." In this description of the dangers to which reports are subjected the only inaccuracy is that of incompleteness. The reports pass through more hands than those specified.

I must now call attention to the contradictory nature of the Board's minutes (see *Morning Post*, November 1 and 8). On September 20 Mr. Morant says: "Mr. Kynnersley has not the slightest desire that you should keep silence or in any way restrict the expression of your views." On November 14, however, he says: "Your general views have already found adequate expression." Lord Londonderry says: "I find that she [Miss Bathurst] has widely departed from the definite instruction given her as to her work, and has sent in a report upon quite other lines than those laid down for her. She is to complete the writing of the report upon the specific points which have been put to her in regard to infants, from which she has so widely departed in the document she sent in on August 16." On November 14 Mr. Morant says: "No such instructions have yet been issued."

I must now explain that I had in vain attempted to get instructions on several occasions. See page 87 of Report, where I say that I was forbidden to see any school not an infant

school, and the Board say: "It must be distinctly understood that no such instructions were given." They repeat this assertion on page 88. Please note the following letters in this connexion:—On March 14, 1904, Mr. Kynnersley wrote: "It will be better for you at present to confine yourself to the limits laid down, infants between three and five." On June 4, when I asked to see some secondary schools, he says: "Is there anything in your instructions to help you out?..." "Can you be content with one as a sample?" I replied: "I have received no instructions verbal or written." To this, June 15, 1904, he says: "Did you not get a long printed instruction?... Two or three weeks ago I received one and assumed that one was sent to you.... My copy is somewhere at Chester."

On June 20 he wrote again: "On further consideration I think what I called your instructions was only the sort of schedule that you have to fill up. I cannot find it; but it does not matter if it is only a schedule. No doubt they would have sent you a copy of anything more solid."

I have now proved that before beginning my inquiry I was told to confine myself to infant schools, and to confine me to infant schools was to forbid me to enter others; but, besides this, Mr. Kynnersley gave me my list of schools, and these I retain. They are all infant schools. He had a copy of Form 61, and he knew that Standard I. was taught in schools for older scholars: by this means he made it impossible for me to see Standard I.

I now come to a later date. In August, 1904, when my first report had gone in, I again applied for instructions. Mr. Kynnersley says in reply (August 18): "I have asked Jackson to instruct you what to do next week. I go to Switzerland tomorrow for three weeks, and no letter will reach me. I find it is hopeless to try to get peace in places where the office can pour in references." Mr. Jackson wrote on the same date: "You will continue investigating in further schools questions... with regard to the teaching of children between three and five." On August 23 he adds: "If you still have some of the schools assigned by Mr. Kynnersley... you will... go on with them." I therefore continued to inspect the unfinished list of infant schools sent to me by Mr. Kynnersley two months or so earlier.

I applied verbally for further instructions on September 14, and on the 17th Mr. Kynnersley wrote again: "Mr. Jackson has been away on vacation. He says: 'I think she should endeavour to really test by careful investigation of the work in some schools whether the children in Standard I., or even higher classes, can be distinguished by any superiority or the reverse owing to earlier or later attendance at the infant schools.'" On September 18 I replied as follows:—"Please forward this to Mr. Jackson. I have only seen about three schools that have a Standard I. at all. In July all children over six were promoted... The eldest children now called 'sixes' are really only just over five. Ask him for definite instructions. Are children of five and three months, five and four months to be tested on attainments?" In consequence, on September 19 I got leave for the first time to visit schools which contained a Standard I. Mr. Kynnersley says, September 19: "You need not confine yourself to infant schools.... Take any schools that will give you the information you require." On September 20 Mr. Morant says: "You must continue your investigations under the instructions already recently given you."

I now come to another important case. On page 52 I say: "The children attend till eight years old, and the boys' urinal faces the girls' offices. This is apparently allowed under the Board of Education regulations." Mr. Morant says in a note: "This is not so; the building rules of the Board naturally do not forbid arrangements which are obviously improper. When cases such as the one referred to are brought to the notice of the Board the persons responsible are at once required to remedy the evil complained of."

On page 53 I say: "—School had no water supply at all." But Mr. Morant says: "The school in question has a dilapidated pump.... The premises... are to be closed as soon as the new school now being provided is completed." The school referred to in both cases is New Headington Infants', near Oxford.

In October, 1905, after reading the note, I revisited the school. The offices were only built in June, 1893. They consist of two seats under a shed. They face the boys' urinal, which is exactly 6 ft. away. There are no doors and no screen. The teachers have no office accommodation at all; the one

(intended?) for their convenience is never used. The pump belongs to the house attached to the school. The water is unfit to drink. The new school had not been begun. The teachers did not know whether even the plans had yet been approved. The log-book entries condemn the offices (see April 11, 1902; March 30, 1903). Mr. Morant's notes are therefore misleading, while my own words are perfectly accurate.

On page 55 Mr. Morant makes an equally extraordinary denial of facts which can be verified. I complain of the standing imposed on infants, and quote the case of Eynsham Board Infants' School, Oxon. Mr. Morant says: "No such provision is, or was, on the time-table of the school named, so far as the Board of Education can discover." I must point out that time-tables never state whether the subjects mentioned are taken sitting or standing; but certain subjects (such as drill) are always taken standing up. When, therefore, a time-table mentions such subjects, one may legitimately say they provide for "standing up." Old time-tables are seldom retained. I ceased to visit the school some three years ago. I made long log-book entries here; and asked for copies of them this October. The Inspector of the district refused to instruct or request the mistress to give them to me, and the mistress herself declined to send them: but, as she said Mr. Davidson, H.M.I., had got copies of them, he probably took these quite lately; in this case the Board of Education are fully aware of their contents. I request that some further effort be made to see the entries of which I speak.

On page 39, note 2, Mr. Morant again denies facts which can be tested. I say: "thousands of children are using seats that are too high or too low for them." Mr. Morant says: "This statement cannot be accepted as true of the area under consideration." The area is Manchester. I call a seat too high if the heel of a child's foot cannot reach the floor, and the seat too low if (a) the shoulder has to be hunched up when writing, (b) if the child sits on its own foot to raise itself, or (c) has to stand up to write comfortably. On page 47 Mr. Morant says: "No report to this effect can be found in the official records of the school." There is a lack of candour in such a criticism. Mr. Morant must know that I refer to a report in the log book. The school is St. Alban's, R.C., Manchester.

With reference to page 42, (1) I must add that the Manchester Education Committee employed ten Inspectors. Counting myself, the Government employed seven—total seventeen. I need only add that I have forwarded a fuller statement, covering all the questions raised by the notes, to the Board of Education, with the request that the next edition of the "Reports" shall also contain my reply, and I close with some notes on the position of Women Inspectors.

It is, perhaps, not generally known that Mr. Morant has entirely altered the status of Women Inspectors. Up to February, 1904, they ranked with men Junior Inspectors and did the same work. Mr. Morant issued a minute, which I published in full in *Education*,* altering their name from Junior Inspectors to Women Inspectors, depriving them of the ordinary chances of promotion and employing them rather as special inquirers than as inspectors. Their duties, after February, 1904, till the date of my resignation, were purely advisory. The new position was a difficult one. For instance, I was sent to Manchester to advise the Divisional Inspector of my views and to report on his schools to Mr. Jackson. The Divisional Inspector had not the right to alter my report: he had no option but to send it on unaltered to headquarters; but I have no manner of doubt that he and other Inspectors resented the introduction into their district of an independent official. Here was some one in a totally anomalous relationship, whose views could be expressed without the revising process that subordination imposed upon the regular staff.

As regards the teachers who were and are already over inspected, the new element of a third critic (belonging neither to the usual Government staff nor to the Council inspectorate) created far more confusion than confidence. Instead of the usual routine type of examiner, I appeared only to care for premises, health, and recreation. If my views had been accepted, the teachers who acted upon them would undoubtedly have been condemned in the reports written by the usual staff, and it was obviously easier to conduct a school on a mechanical

system than to try experiments. Moreover, the bad premises and the disfavour of public opinion as represented by all-powerful officials would have made any experiments exceedingly unpopular.

My own difficulties will not have been in vain if the evils of which I speak become sufficiently known for freedom for teachers and happiness for the taught to be inaugurated. Until, however, infant schools are entirely left to Women Inspectors I have myself no faith that any important reforms will be carried.—I am, &c., KATHARINE BATHURST.

THE PLACE OF GRAMMAR IN ENGLISH TEACHING.

To the Editor of The Journal of Education.

SIR,—As a very old member of the Teachers' Guild and one interested in every fresh departure in original educational activity, I received with pleasure the notice of the first meeting of the Education Society connected with the Guild, and saw with considerable satisfaction that the subject selected for earliest discussion was English. From the syllabus which appeared on the back of the notice I judged that the treatment would be exhaustive, and that probably new ideas as to method would be put forward and important questions raised, which I still hope may be the case at future meetings. I, therefore, seeing that outsiders were invited to be present, went on Monday evening last, though not, perhaps, even thinking of becoming a member.

Unfortunately, the ground the opener of the discussion (Mr. C. E. Rice) had to cover was so large that but little time was left for real discussion, though one or two excellent remarks were made by Mr. Cooke and others, and a good suggestion by a lady, whose name I did not catch, in reference to the teaching of poetry, which will be carried out in a series of experiments by members of the Society in their own classes, and the results given at the next meeting.

I think little was said by the opener that would not be familiar to every experienced teacher of English, but I was extremely sorry, and so, I believe, were many present, to hear him declare analysis and grammar to be really useless, except as helping to disentangle complicated sentences in Milton's works, and fitting the pupil to satisfy the demand for grammatical knowledge made by the teacher of any foreign language. Surely logical grammar is a very important branch of English, and the study of it, together with analysis, not only an excellent mental training, but also one of the means of cultivating that pure and good style in speech and writing at present apparently so little required of even the orator, novelist, and newspaper writer. Further, admitting that we can be drilled to speak and write well without them, this is but drill; and we can neither explain our ground of preference for one over another structure, nor modify or improve intelligently when we ourselves or others are dissatisfied with the forms used. Grammar and analysis are not, as I know from long and varied experience, unattractive subjects; and I am sure many will agree with me that it will be an evil day for the English speaking and writing world when these branches of English study are abandoned by teachers of English, even if then every one should learn Latin at an early age. True, though there are good English grammars, those books which deal with analysis too often make it needlessly complicated and difficult. A good teacher will generally prefer a manual of his own construction to Mcrell's or any current one that I know. But analysis can be taught hand-in-hand with grammar, both of them almost without text-book, though not without well graduated exercises and abundant practice.—I am, Sir, yours obediently,

143 King Henry's Road, London, N.W.,

LOUISA DREWRY.

December 8, 1905.

[We agree as to the importance of grammar and analysis, but hold that they should be kept apart from the literature lesson.—ED.]

TEACHERS' REGISTRATION COUNCIL.—The Teachers' Registration Council have just issued the following important notice:—"The Board of Education have notified the Teachers' Registration Council that the operation of the temporary or 'grace' clause (Regulation 4) of the Regulations for Registration in Column B will be extended until July 31, 1906, with the exception of the provision for the Registration of head masters and head mistresses at the end of that Regulation. The effect of this modification will be that all teachers possessing an academic qualification as required by Regulation 4, who complete by the above mentioned date the necessary three years' experience, will be eligible to apply for Registration in Column B, provided such applications be lodged by July 30, 1906. But head masters and head mistresses claiming under the proviso alluded to above must lodge applications not later than March 5, 1906. Copies of the Regulations and Forms to be filled in may be obtained on application to 'The Registrar, Teachers' Registration Council, 49 and 50 Parliament Street, London, S.W.'"

* See *Education*, August 25 to November 3, inclusive.

JOTTINGS.

A ROUMANIAN correspondent asks us for the best authorities on Education in Japan. We have to thank Dr. Edwards for furnishing us with the following references:—(1) a short article on "Things Japanese," by B. H. Chamberlain; (2) a useful short summary in the "Encyclopædia Britannica," Vol. XXIX., contributed by F. Brinkley; (3) an article by Count Okuma on "Japan by the Japanese," compiled by A. Stead; (4) for the training of the Samurai class, read "Bushido," by Prof. Nitobe, and certain chapters in "Japan: an Interpretation," by Lafcadio Hearn; (5) Reports and Statistics published by the Minister of State for Education (Tokyo); (6) bibliography, see "Bibliography of Japan," by F. von Wenckstern.

SIR WILLIAM ANSON has accepted the position of President of the Association of Technical Institutions for next year, in succession to Sir Philip Magnus. The annual meeting of the Association will be held at the Fishmongers' Hall on January 26 and 27, 1906.

UNDER the heading "This Sorry Scheme," the *Schoolmaster* has a long and wholly eulogistic review of "Let Youth but know." "Every line is annulled out with sincerity and conviction"; the charge is proved "ab ovo usque ad mala." Like Thackeray, "I don't presume to criticize"; and yet I think that, if the reviewer but knew, he would not have written of "T. B., Mr. A. C. Benson, and 'Kappa'" as "men who write with a full inside knowledge" of the great public schools. A parallel would be to quote Anthony Hope, Mr. A. H. Hawkins, and Mr. Henry James as writers with a full inside knowledge of the philosophy of marriage.

DR. MACNAMARA treats his readers to a Christmas supplement of "School Humour." All is fish that comes to his net—real wit and wisdom from the mouths of babes and sucklings, some hoary chestnuts, some unconscious profanities which we could have spared, and a few charming juvenile essays, none the worse because there is no pretence of humour in them. We borrow one delightful parent's letter, too good, we fear, to be genuine:—"Sir, will you please for the future give my boy sum easier somes to do at night? This is what he brought home to or three nites back: If fore gallins of bere will fill thirty-to pint bottles, how many pint and a-half bottles will nine gallins fill? Well, we tried, and could not make anything of it at all, and my boy cried and said he didn't dare go back in the morning without doin' it; so I had to go and buy a nine gallin cask of bere, which I could ill afford to do, and then we went and borrowed a lot of wine bottles, besides a few we had by us. Well, we emptied the cask into the bottles, and then counted them, and there were nineteen, and my boy put the number down for an answer. I don't know whether it is rite or not as we spilt sum while doing it. P.S.—Please let the next some be in water as I am not able to buy any more bere."

MR. E. G. A. HOLMES, who has been appointed Chief Inspector of Elementary Schools, in place of Mr. Cyril Jackson (resigned), is not only a distinguished Oxford man, but a poet and a critic of poetry. Full, but not more than full, justice was done to his essay: "What is Poetry?" on its appearance in 1898 in a review contributed to this journal by the late Prof. Meiklejohn.

MR. A. H. D. ACLAND, at a Conference called by the Education Committee of the West Riding County Council, pointed out that the effect of the Board of Education's Minute on children under five would be to mulct every Local Authority that determined to keep their infants in their schools. He calculated that in the West Riding the fine would amount to a sum equal to a rate of $\frac{3}{4}$ d. in the £.

A CORRESPONDENT sends us two quotations, with a comment, from "Dick Pentreath," a recently published novel by Katherine Tynan:

Page 309: "Hilda is only sixteen. She goes up to Newnham in the autumn. . . . Her ambition is to come out near the top in the Classical Tripos. . . ."

Page 336: "Hilda did, indeed, achieve the summit of her desires, and came out bracketed with the Third Wrangler."

Have the authorities at Newnham ever admitted any girl under eighteen? Probably not. But Third Wrangler in the Classical Tripos is delicious at any age.

"WHAT misfortune then happened to Bishop Odo?"—"He went blind."—"Where do you find that?"—"Please, Sir, book says so: [pointing triumphantly] 'Odo was then deprived of his see.'"—"Etonian" in *Spectator*.

THE following definition has just come under my notice while correcting an examination paper:—"An irregular verb may have all its

moods, tenses, &c., but it does not always keep its route [sic]."—D. G. L.

IN the Schools of the Empire Shooting Match Charterhouse was again the winner, with a score of 477. Harrow came second with 473; then, in order, Bedford, Bradfield, Uppingham. Winchester was thirteenth and Eton twentieth. Eighty schools competed—44 in Great Britain and 36 in the Colonies.

THE Training Colleges' Association held their fourteenth annual meeting on December 19. The President for 1906 (the Rev. J. W. Thomas), in his address, regretted the threatened exclusion of children under five from school, and the abolition of the old system of pupil-teacherships. As to preparation for a University degree at the training colleges, the Board did not appear as yet to have made up its mind whether to encourage it or not. He highly approved the Board's official "Handbook of Educational Theory." Miss Ravenhill read a paper on "Methods of Hygiene Study in Training Colleges."

MR. ARTHUR ELAM HAIGH, who died on December 20 at Oxford after a brief illness, will be chiefly remembered by his two standard works, "The Attic Theatre" and "The Tragic Drama of the Greeks," which superseded the text-book of our youth, Donaldson's "Theatre of the Greeks." A brilliant career as an undergraduate was crowned by a Fellowship at Hertford College, and for twenty-seven years Mr. Haigh was among the most energetic and capable of college tutors.

SIR JOHN GORST is standing as an independent candidate, and we looked to his address for a lead on education reform, but we find nothing but conservative optimism. The present principle of religious instruction in our elementary schools "is put into practice without friction or complaint to the great advantage and contentment of the people," and he will do his utmost "to defend the Church of England and her schools against all attacks." No friction from passive resisters, no discontent in Wales!

THE High Commissioner for New Zealand has received a cablegram from his Government that Miss Dorothy Fitch has been selected to fill the new post of kindergarten teacher and mistress at the Training College and Kindergarten to be opened by the Board of Education, Wellington, New Zealand. Her duties will commence on April 1, 1906. Miss Fitch has been for some years the successful head of the Kindergarten Department attached to the Home and Colonial School Society's Kindergarten Training College at Highbury Hill, N. The post is an important and a remunerative one, and the competition for it was keen.

MR. RICHARD LESTER AGER, assistant master in Bishop's Stortford College, has been appointed Head Master of Tettenhall College.

LORD ROBERTS will deliver an address to the Incorporated Association of Assistant Masters at their Annual Meeting to be held at St. Paul's School on January 5 at 3 p.m.

"THE Blot on British Games" is an article in *C. B. Fry's Magazine* for January that all educators should read. Briefly, Mr. Fry urges that rifle-shooting should take its place among national sports on a level with cricket and football. The way in which this is to be effected he will expound in future articles. We are heartily in sympathy with the proposal, which, as Mr. Fry is careful to explain, savours in no way of militarism. In Switzerland, the most pacific country of Europe, rifle-shooting is the one national sport.

THOUGH the new Cabinet, as compared with the last, is distinctly democratic, yet the majority of its members were educated at the great public schools and the Universities. There are eight Oxford men (four from Balliol College) and five Cambridge men (four from Trinity College), while the Scotch Universities can claim a share in three. Of the public schools, Eton (as usual) heads the list, with three; Harrow, Cheltenham, and Edinburgh Academy have two each; Winchester, Clifton, Wellington College, the City of London School, and Glasgow High School have one apiece. Two members hail from the public elementary schools.

A FRIEND of Sir Richard Jebb sends us an anecdote worth relating:—"I had the pleasure of introducing Jebb, when he was an undergraduate, to Thackeray. It was at Evans's, in Covent Garden, where the great man had come after a Charterhouse dinner. Thackeray's first words were: 'Take off your hat, man; I want to see that wonderful head.' Jebb obeyed; but he was covered with confusion, and that night was dumb. Thackeray, however, made it up by inviting him to dinner, and they became the best of friends."

COLONIAL AND FOREIGN NOTES.

FRANCE.

A recent Ministerial circular calls the attention of head masters of *lycées* to the advantages of the tours organized for the pupils of secondary schools by the Club Alpin. **Le Club Alpin.** Supported by a large number of teachers, and quite disinterested in its action, it has during the last twenty-eight years arranged some hundreds of excursions not only in the neighbourhood of Paris, but also in the departments and abroad. Many of the school "caravans," as they are called, have visited Germany, England, Belgium, Italy, and Switzerland, and have even traversed Algeria and Tunis. The Minister of Public Instruction is convinced that the journeys have done much to increase the knowledge and develop the muscles of French boys. We have often wished that something of the kind could be set on foot for our own youngsters, that they might learn at least *how to travel*. It is an art in which Englishmen at present are not considered to excel.

Since there is in the air a disposition to revive the questions when and for how long school holidays should be, we set down the conclusions to which the Second Congress for Scholastic Hygiene came. The duration of the long holidays ought not to be less than two months. The *congés* at New Year and Easter could neither be suppressed nor diminished without inconvenience; the former should be at least for a week, the latter for a fortnight. The dates of the beginning and the end of the long holidays might well be fixed by the head masters after consultation with the teachers and with the medical authorities—that is to say, it is a matter to be determined locally. The Congress, however, looks forward to the time when schools shall be closed from July 14 to October 1. Meanwhile, the prize distribution might be held on July 14, and parents be free to take their children away then, even with the school remaining at work. It is a suggestion very characteristic of hygienists. Yet it is interesting to know that French opinion favours a solid vacation of two, or even two and a half, months in the hottest part of the year, with, as it were, "trimmings" at the New Year and Easter.

GERMANY.

We have already published the time-tables of the *Gymnasium* and the *Realgymnasium*. Let us now, for the sake of completeness, give that of the *Oberrealschule*, the third of the three higher schools of Germany. The scheme that we choose is the Prussian. To explanations already given we add that a bracket implies a certain freedom of action in the limits indicated. Thus "German and Historical Stories, 4 1 5" means that, if it be found convenient, three hours may be devoted to German and two to Stories, or other distributions of time made, provided that the total of five hours is maintained. Our readers will observe that Latin has now vanished as well as Greek, the *Oberrealschule* being the modern school, from which the ancient humanities are banished wholly, whilst the elements of literary culture are sought in living tongues. But in the cases of all three schools the time-table itself is a sufficient indication of the character of the school in question, and serves in place of a definition. What an *Oberrealschule* is will be clear enough from its *Lehrplan*:

	Hours a Week.									
	VI.	V.	IV.	U. III.	O. III.	U. II.	O. II.	U. I.	O. I.	Total
Religion.....	3	2	2	2	2	2	2	2	2	19
German and Historical Stories	4 1 5 3 1 4	4	4	3	3	3	4	4	4	34
French	6	6	6	6	6	5 1 4	4 1 4	4 1 4	4 1 4	47
English	—	—	—	5	4	4 1 4	4 1 4	4 1 4	4 1 4	25
History	—	—	3	2	2	2	3	3	3	18
Geography.....	2	2	2	2	2	1	1	1	1	14
Arithmetic and Mathematics	5	5	6	6	5	5	5	5	5	47
Natural Science...	2	2	2	2	4	6	6	6	6	36
Writing	2	2	2	—	—	—	—	—	—	6
Freeh'd Drawing	—	2	2	2	2	2	2	2	2	16
Total	25	25	29	30	30	30	31	31	31	262

It will readily be granted that, with extra hours for gymnastic exercises, singing, &c., the burden here laid on a pupil is tolerably heavy. As will be seen, French and Mathematics form the heaviest part of it. With respect to German, that is to say the mother language, we allow our-

selves to make a few remarks on the manner in which it is taught. In old times the one qualification for teaching English in an English school was ignorance of classics and mathematics; with regard to the present day we elect to say nothing. Now hear what the Prussians lay down: "German is to be ranked with religion and history as one of the subjects educationally most important. The end proposed for the instruction is difficult to attain and can only be reached by teachers who, with a deep understanding of our language and history, with an enthusiasm for the treasures of our literature, and with patriotism in their hearts, can train the young to appreciate the German tongue, German nationality, and the intellectual achievements of the German race." Every nation teaches its own greatness for the sake of its own safety. Let us get to details. Grammar is a subject of instruction from the lowest form to *Obertertia* inclusive. The instruction in it aims at enabling the pupil to solve cases of doubt and to understand the structure and development of his native language. The written exercises are at first simply dictation; then reproductions of matter read at home or in class; then (from *Untertertia* upwards) regular essays. For these last subjects are taken from the work of the form in German, or from history or from the French or English books read. At all stages some help in the making of the compositions is afforded, but in such a way that the boys learn by degrees to find for themselves the proper thoughts and the sequence in which they should be expressed. Sound German is insisted on not only in these essays, corrected often, as we can ourselves testify, with the most laborious care, but also in the written translations and in oral work. In order to cultivate the patriotic sentiment German instruction is brought into the closest possible connexion with instruction in history. Saga, made vivid in the German lessons, prepares the way for history, which, again, is continuously illuminated by the study of literature. In the lower and middle forms poems are read by the teacher, who then makes the necessary comment on matters of language and fact, and lastly discusses with his boys the several thoughts and the meaning of the whole. An exercise particularly recommended is a comparison of poems that treat of the same subject. The highest forms study plays or long poems as literature (not for the sake of etymologies or allusions). Prose-reading goes on at all stages. It is so ordered as to enlarge the sphere of thought and to make the pupil ready for introduction to philosophy, the rudiments of which are generally taught in *Prima*. In all reading, whether of prose or poetry, the chief end pursued is that discussion and reflection shall lead to a full understanding of what is read.

All that has been said about the teaching of German in the *Oberrealschule* applies also to the *Gymnasium* and the *Realgymnasium*. But we leave the schools in order to touch on another topic. It has been frequently suggested in this column that the true desire of the great manufacturing centres in England is toward polytechnics or technical *Hochschulen*, not towards Universities. Let us bring out what a technical *Hochschule* is by stating what a technical *Hochschule* teaches. That at Berlin has sections for:—(1) architecture; (2) civil engineering; (3) machine construction; (4) ship-building and marine engineering; (5) chemistry and metallurgy; (6) general sciences, particularly mathematics and the natural sciences. At Karlsruhe there is a special department for forestry, perhaps the most important of sciences in Baden. Other polytechnics lay stress on agriculture; many concern themselves with art as well as with science. All these institutions rank with the Universities as *Hochschulen*, and are attended by students of the same age. Now, do Bolton and West Bromwich want polytechnics, or local machinery for the teaching of higher Latin composition and Greek philosophy?

AUSTRALIA.

Educational progress in Australia, especially in the direction of increasing the efficiency of Government-aided schools and Universities, has shown no sign of amendment during the last three months. In New South Wales, the University of Sydney has perfected its machinery for improved science teaching, and is now engaged in launching a scheme by which the absence of an Australian Military College will to some extent be atoned for. The University has undertaken to endow a chair at the cost of £800 a year, so as to provide for the higher education of young Australians who seek commissions in the Imperial or the Australian military forces. The Australian Minister of Defence has warmly welcomed the scheme, and has arranged for two of his expert officers to lecture, under the directions of an imported military professor, on special branches of defence subjects. The Chancellor of the Sydney University, Sir Norman McLaurin, has thrown himself heart and soul into this embryo Sandhurst proposal, and the whole project has been received as a gratifying testimony to the determination of Australians to make a beginning in the direction of being self-sufficing in the matter of military education.

In New South Wales a new scheme for training teachers in the State public schools has been put forward by the Carruthers Government, acting on the advice of the two experts who were despatched by

(Continued on page 30.)

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the See Government to tour the world in the interest of Australian elementary education. The scheme provides for the opening in February next of a day training college sufficiently large to accommodate 170 students at a time in premises within the University grounds. The training college embraces fully organized kindergarten, manual training, domestic science, and Nature study departments, and is to work in harmony with the agricultural college at Richmond. The training course will extend over two years, the minimum age for admission of pupil-teachers being seventeen. The State Government has arranged for a number of scholarships to be made available for the poorer pupil-teachers each year. The value of the scholarships is small: viz., £20 a year, but is sufficient to meet the needs of every deserving class.

An important minor change in the education system of the State of Victoria has been proposed by the Minister of Education in relation to the old trouble of truancy. The existing law allows absence from school during 25 per cent. of the days of the quarter, without any necessity of showing reasonable excuse. The result has been that truancy and non-attendance are the rule in many districts. The proposal now is that every child must attend eight school meetings out of ten per week. That is practically eight half days during the five school days of a week. It does not follow that neglect to comply with this law will necessarily involve prosecution, but the provision will render it possible for the State truant officers to proceed against the parents of a child who is observed loitering in the streets on two successive days.

It will interest followers of Froebel to learn that the free kindergarten movement is extending from Sydney to the capital cities of the other five Australian States. Very successful meetings have been held in Adelaide and Melbourne in promotion of kindergarten extension. A great teachers' conference at Adelaide, held in September, greatly stimulated this development of educational work on behalf of the very young. Miss Newton, the chief director of free kindergartens in Sydney, who has been acting as a sort of Froebelian missionary, has generated enthusiasm wherever she has addressed meetings. It is probable that the next centres of free kindergarten in Victoria will be Kew and Richmond, suburbs of Melbourne representing the very poles of the social globe. If experiments there prove successful, a rapid extension is bound to take place in other parts of the State.

The Anglican Church in Australia moves very slowly in educational matters, and is only just realizing that in the future it must depend for its success, in a country that is becoming nationalist in sentiment very rapidly, upon the Australian trained rather than the imported clergyman. However, the bishops of the various States have at last decided on the establishment of a central training home in connexion with the Australian College of Theology, which is at present an examining, and not a teaching, body. The nucleus of this home has been found in the building of a clergy house at Ferntree Gully, one of the prettiest woodland holiday resorts in the State of Victoria. This clergy house, the first of its kind in the State, was opened on October 17, by the Archbishop of Melbourne and the State Governor. It is a very modest building of jarrah timber, with only just the necessary rooms for the accommodation of six or seven men, with a small chapel attached. The students are to combine theological and literary training with missionary work in some eighteen country centres around the Ferntree Gully.

Modern languages enthusiasts in Great Britain will learn with pleasure that their cause prospers in the Commonwealth. The classical schools each year are more and more confined to the sphere of work bounded by the professions of the law, the Church, and pedagogy. Everywhere the obligation to learn Latin and Greek is being removed and even in the sphere of medical training the Latinists are suffering defeat. Dr. J. W. Barrett, one of the most influential of Australian medical men, pointed out in an *Argus* interview a few weeks ago that the Faculty of Medicine at Melbourne University has now before it a proposal to make German a compulsory subject at Matriculation in the case of medical students. He hinted that the Council of the University would probably adopt it in a partial form. Of course the faculty cannot substitute German for Latin, because the Council of Medical Education in Great Britain insists on Latin as a compulsory subject. Still the trend of opinion to which Dr. Barrett calls attention may be taken as characteristic of the leaders in medical science throughout Australia.

UNITED STATES.

Who, in general, should examine boys? And who should conduct, in particular, the final school examination, by what name soever called? The Germans pronounce in favour of the teacher—subjecting him, however, to some measure of control. We in England obtain a judgment from without, not always with satisfactory results; for your outside examiner is prone to go beyond the field at which you profess to have laboured. The American College Entrance Examination Board of the Middle States and Maryland, founded to secure uniformity in the

requirements of boys leaving school for (the American) college, combines the German principle with the English. Under the Board's system no paper may be set as a test of fitness for admission to college unless it has been approved by a representative of the secondary schools concerned, and the actual examiners are to include secondary-school teachers as well as college professors. This method of what we may term joint examination has now been used for five years with much success. The total number of candidates examined in 1901 was 973; by 1905 it has risen to 2,077. Moreover, the uniformity sought is being reached. Not only are the colleges that belong to the Board abandoning their separate examinations, but other institutions are also bringing their requirements into harmony with those that it formulates.

The *Elementary School Teacher* for October has a useful article on "The Correlation of Mathematics and Physics."

Correlation of Mathematics and Physics.

The writer contends, with much justice, that more use of experiment and observation should be made in the teaching of mathematics, and explains how experimental work is so employed in Bradley Polytechnic Institute. We quote a few sentences in the hope that they may contain some germ of suggestion for our mathematical readers. "There are certain experiments usually performed in the physics laboratory that are really mathematical in form. But little physical knowledge is needed for their performance. A number of these are now performed in our mathematical classes; credit is given for reports upon them by both the departments of mathematics and physics. It is not so much the purpose to teach physics as to teach mathematics in a setting of physics. In the beginning algebra class the balance and lever are used; observations on the movement of a street car are made. The law of falling bodies, $s = \frac{1}{2}gt^2$, is tested by a stone dropped from the tower. Heights and distances are calculated and then actually measured. This gives confidence in mathematical processes and control in their application. In the second year, devoted especially to geometry, the work is a little more serious. Careful reports are required on about thirty experiments, chosen because of the geometrical ideas involved. Among these may be mentioned reflection of light and formation of images in plane mirrors, refraction of light by prism, composition and resolution of forces, and inclined plane, involving use of trigonometric functions. The same care and accuracy that are demanded in the physics laboratory are insisted upon. From this kind of work the student gets a more real and intimate hold on the meaning of geometric and algebraic truth."

How far such experiments as those indicated may properly be introduced into mathematical instruction is a question about which diversity of opinion may legitimately exist. Yet that the lack or insufficiency of attempts at correlation is the great defect of education as it is now practised in England will be least disputed by the best informed. But our business here is with American, not with English, affairs. How to make a home, at least, is a matter in which English women are deemed unrivalled. At the School of Domestic Arts and Sciences in Chicago a course for teaching it as a science has been established. At the close of the year diplomas will be awarded to those who have completed the work, which will include cooking, sewing, hygiene, home economics, serving, sanitation, ventilation, marketing, and household decoration. The course in home economics deals with the following subjects:—location of house, ventilation and sanitary arrangement; general arrangement of the house; best environment for laundry, kitchen, and bedrooms; laundry and kitchen appointments; methods of work; uses of chemicals as cleansing agents; handling of delicate fabrics in the laundry; methods of treating clothes; removal of stains from grass; fruit; iron-rust; tea and coffee; manufacture and application of soaps, washing compounds, bluing; general care of entire house; relation of mistress and maid.

It is an extensive list of subjects; among them we are slightly astonished to see marketing, which we had supposed to come to women by nature. But the special training for woman is to begin after she has received the same general education as man. At least, so Prof. Kate Gordon, of Mount Holyoke College, would contend. At a recent meeting held at Boston she spoke thus: "A woman's education, like a man's education, should fit her to take an intelligent choice of a life occupation. There are probably some mental distinctions between the sexes, but they are certainly pretty difficult to determine. Shall we have a 'Mrs. Brown-ing for Men'? Must we edit a 'Woman's Bible' or 'The Ladies' own Shakespeare'? The education of a woman should not differ from that of a man until after she becomes engaged to be married. The difference would not involve any change in school or college. The most certain way of securing to men and women an identity of opportunity is the co-educational plan. I believe that co-education helps to correct the faults of both sexes. To the fear that women may be coarsened by the association, or the men made less manly, I am inclined to reply that, if the men and women are fit to marry one another, they are fit to go to school together."

Co-education.

It is an extensive list of subjects; among them we are slightly astonished to see marketing, which we had supposed to come to women by nature. But the special training for woman is to begin after she has received the same general education as man. At least, so Prof. Kate Gordon, of Mount Holyoke College, would contend. At a recent meeting held at Boston she spoke thus: "A woman's education, like a man's education, should fit her to take an intelligent choice of a life occupation. There are probably some mental distinctions between the sexes, but they are certainly pretty difficult to determine. Shall we have a 'Mrs. Brown-ing for Men'? Must we edit a 'Woman's Bible' or 'The Ladies' own Shakespeare'? The education of a woman should not differ from that of a man until after she becomes engaged to be married. The difference would not involve any change in school or college. The most certain way of securing to men and women an identity of opportunity is the co-educational plan. I believe that co-education helps to correct the faults of both sexes. To the fear that women may be coarsened by the association, or the men made less manly, I am inclined to reply that, if the men and women are fit to marry one another, they are fit to go to school together."

(Continued on page 32.)

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Very wisely the Education Department takes measures to provide instruction in kindergarten methods for such as desire it. Thus arrangements have been made for holding teachers' kindergarten classes during the early part of 1906, at Mossel Bay, Knysna, Beaufort West, Kimberley, Ceres, or Malmesbury. The classes, which are free to teachers in State-aided schools, prepare for the work of the kindergarten examination in December, and will be held every school day from four to six o'clock. The course lasts about a month.

Whether the Education Authority is equally wise in preferring day schools to boarding schools we will not say. At any rate it has no doubts on the subject. "The best training for a child," declares the official

Farm Schools.

Education Gazette, "is to be brought up in a good home and to attend a good day school." But, as such a school is not always accessible in sparsely populated districts, resort must be had to the private farm school—an institution which has often been abused, but which it is believed can be made an effective means of education. The conditions under which it succeeds are if the single teacher has from five to twelve pupils and is—not a young girl or an old and decrepit "meester"—but an active and capable certificated governess. At the end of last quarter there were 4,172 children attending farm schools, an increase of 521 over the attendance in the corresponding quarter of last year, from which it appears that the schools play a not inconsiderable part in the education of the Colony. One is formed whenever a farmer adds to his own children those of his neighbours, and calls in a teacher. As to the pleasantness of pursuing learning under such circumstances, we quote the language of the *Gazette*: "For children between nine and thirteen years of age a home on a good farm is Nature's best school. The healthful open-air life and the inherent interest and variety of farm occupations combine to make it this. Here the boy is initiated into and gains an epitomized experience of those immemorial arts by which man won his place of dominion in Nature. He learns to manage the domestic animals; he grows acquainted with the crops and their seasons; the crafts of the smith and the carpenter are regarded with respect; and to an even deeper instinct still there is the appeal of the charm of wild Nature. There is the long ramble to gather flowers, the occasional expedition with the gun, the visiting of the traps set for jackals and wild cats, the night hunt against the porcupine."

INDIA.

Regulations have been published for the new Training College in Bombay:—

Training for Secondary Teachers. "I.—The Government Training College for Teachers in Secondary Schools will be opened in the first week of January, 1906, in the building of the Elphinstone High School, Bombay. The College will be under a European Principal, assisted by a Vice-Principal.

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"III.—The two stipends of Rs. 50 per mensem are reserved for selected men who have taken their M.A. degree at the Bombay University. The remaining fifteen stipends of Rs. 30 per mensem will be given to selected graduates in Arts or Science of the Bombay University, but will also be open to men who have taken the M.A. degree, provided they are willing to accept the lesser stipend of Rs. 30 per mensem and are duly selected.

"IV.—The seventeen candidates will be, as far as possible, selected with due regard to the educational requirements of the four divisions of the Presidency and the four main vernacular languages."

MEDICAL INSPECTION OF SCHOOL-CHILDREN.—The Inter-Departmental Committee appointed last March report most favourably on the results hitherto attained. Thus in many areas the spread of diphtheria can be stopped in a few days, and ringworm has been almost stamped out. Attention has been paid to eyesight, and spectacles have been provided. On the other hand, the Local Authority does not at present attempt treatment of children's defects, and has no power to compel the parents to have these defects remedied. It is plain that the Committee, had their reference allowed it, would have recommended compulsory powers.

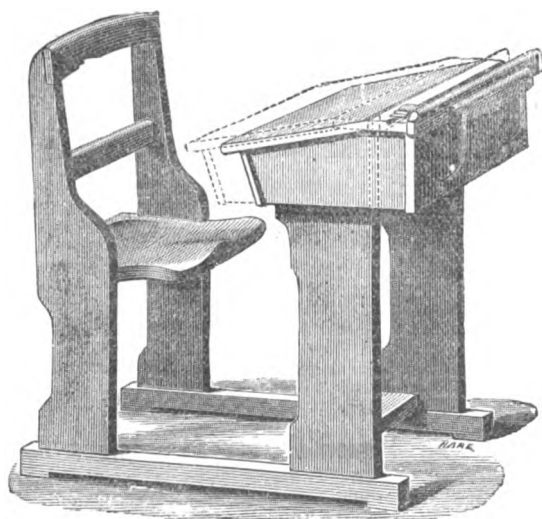
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THE OUTLOOK.

WE are on the eve of a General Election, and by the time that this number of *The Journal* reaches our readers most of them will be engrossed in the political issues of which education is an important, but not the main, factor. From that issue we must stand aloof, but we may say without prejudice that to us the question of Free Trade or Protection seems so momentous that it must and should for the time obliterate differences on educational policy.

We may say likewise, without any party bias, that as educationists we hope much and fear little from a change of Ministry. The late Government gave us the great Act of 1902, and we are grateful; but it is undeniable that since then the Board of Education has shown signs of old age and approaching dissolution—a lack of initiative, an unwillingness to face difficulties, a desire to shirk or shift its own responsibilities. The Teachers' Register, School Certificates, Tenure of Teachers, Children under Five, East Ham, the West Riding—all these headings suggest burning questions on which the Board has procrastinated, or temporized, or refused to take action.

It is therefore that we welcome new blood, and are not sorry to exchange for an ornamental President of the Board of Education in the House of Lords a working President in the House of Commons. Whatever else he may be, Mr. Birrell is a man of high intellectual distinction and of tried ability as an organizer.

One of the penalties of greatness is that youthful indiscretions are sure to be raked up. The "Letters of Runnymede" were flung in Mr. D'Israeli's teeth, and Mr. John Burns is reminded of his dictum that no man in England is worth more than £500 a year. Fortunately, Mr. Birrell, though he has spoken freely on most subjects, has touched lightly on education, and has little or nothing to withdraw. It is true that in an article contributed to the *Educational Record* he pronounced it hopeless under any Government to attempt to abolish the parsons' schools; but this article was written before the Act of 1902. The important point to note is that Mr. Birrell here pronounces himself an out and out opponent of secular education. If only as a great classic, the Bible must be retained in our schools.

In a subsequent article which appeared in the *Independent Review* after the passing of the Act Mr. Birrell reaffirms his opinion. "Is nothing ever to be said again in any English elementary school of a life hereafter or of judgment to come? I should not care to fight an election on that issue." He then suggests a compromise. Let the Nonconformists part with the Cowper-Temple clause, and, in return, let all elementary schools be placed under the control of the public Local Authority. If this compromise were accepted, there need be no difficulty about the form of the religious teaching. "Whenever I am asked what is meant by 'Board-school Christianity,' I have one reply: 'Dr. Temple's Rugby sermons.' Denominational teaching could be given at the close of each secular day to children whose parents desired it."

These pronouncements are valuable, not as indications of what we may expect, but negatively as dispelling many unfounded alarms. We need have no apprehension that the guiding policy of the 1902 Act will be reversed. A journal that professes to be inspired tells us that the second item in the King's Speech will run: "The amendment of the Education Act in respect of those clauses which have caused discontent among the Nonconformist objectors." This can be at best only an intelligent forecast, and the Cabinet have still to determine the order of measures to be proposed. But it is a safe prophecy that, on the one hand, we shall see no attempt to reconstitute School Boards, and that, on the other hand, whether by revising the proportion of publicly and privately appointed managers in non-provided schools or in some other way not yet revealed, there will be an attempt to place all schools under public control. It is equally certain that the religious test for head teachers will be abolished.

Turning from men to measures, we naturally look to the two principal gatherings of teachers before Christmas to give us a clue to the future. The meeting of the Modern Language Association is instructive in many ways. The system of "Assistance," lucidly explained by Dr. Heath, is in its infancy, and the machinery is by no means perfect; but we are assured that it has come to stay, and that it will promote not only a knowledge of the living tongues, but international amity. The discussions on the use and abuse of the conversation method and on the organization of a school by forms or departments both showed how far we are from agreement even on first principles. The President, Mr. Warren, was a Saul among the prophets, and it speaks well for the open-mindedness of modern language teachers that they heard him gladly.

From the Head Masters' Conference we do not look for light or leading. They live in a paradise of their own, and the problems of national education find only a far-off echo in the Upper House. We are asking whether the inspection of secondary schools is to be universal and compulsory, as is the case with primary schools, and, if so, who are to be the inspectors. What are to be the relations of the Board of Education to the Local Authorities, and how are we to avoid a duplication of inspection which may prove as injurious to schools as none at all? Such large questions do not appeal to the Conference: they hardly seem to be aware of their existence. Recent regulations of the War Office have driven the great public schools, including even Eton, to offer themselves for inspection, and the general attitude of the Head Masters is: inspection may be a necessary evil, but let us have as little of it as possible, and let us fall into the hands of the Universities, not of the State. This attitude is quite natural and reasonable, and Dr. Rendall is to be congratulated in persuading the Army authorities to make their inspection quinquennial.

But, with regard to the larger issue, we must needs reaffirm the position that we have taken up on more than one occasion. The Universities are not the proper bodies to form a board of national inspection. They have no regular staff or office equipment, and the resident Fellows who are employed in the business are withdrawn from their proper work of teaching. Even the limited inspection that they have hitherto conducted cannot be pronounced altogether satisfactory.

We say nothing of initial mistakes, as in the case of Bradford; but how is it possible for ex-head masters, however distinguished, to criticize frankly and fully the work of their former colleagues and friends, or to pronounce on a system of which they have themselves been a great part?

An anonymous assailant like "Kappa" the Head Masters were perhaps well advised to ignore; but we might reasonably

have looked for some explanation or criticism of Canon Bell's proposed Federated Council.

If we were asked what is the most urgent need in education for the coming year, we should have little hesitation in answering: "The supply of qualified teachers." This is the first problem that the Government must set itself to solve. Money is at the root of all good, no less than of all evil, and the first thing is to provide in every county foundations analogous to the London Day Training College and the Goldsmiths' Institute. Next, the salaries of secondary teachers must be raised, and the conditions of tenure be made such as to induce men and women of ability to enter the profession. Thirdly, the burden of training must not be laid upon the rates. We have every reason to believe that in the Estimates of the year there will figure a substantial grant for higher education—not a dole of a few extra thousands, but the equivalent of a man-of-war. If our naval supremacy is threatened, we freely vote millions; why, in our struggle against the powers of darkness, should we continue to think in thousands?

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- Agriculture, Scottish Teachers of, Incorporated Institute of.
Mr. J. Wilson Sinton, F.E.I.S., Dalmeny, N.B.
- Allgemeiner Deutscher Sprachverein.
A literary association to promote the study of pure German.
25,000 members. Zweigverein London. 580 members. 5s. Hon. Secretary, Dr. L. Hirsch, 25 Gleneldon Rd., Streatham, S.W.
- Alliance Française.
186 Boulevard Saint Germain, Paris. (Secretary for England, Monsieur B. Minssen, 8 Barnard's Inn, Holborn, E.C.)
- Army School Appointments.
Address A.A.G., Army Schools, War Office, Cleveland House, St. James's Square, S.W.
- Art for Schools Association.
Entrance fee 10s. 6d., subscription £1. 1s. or 10s. 6d. Miss M. L. Cooper, Passmore Edwards Settlement, Tavistock Place, London, W.C.
- Art Masters, Society of.
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5s. Miss Macklin, 141 Inverness Terrace, W.
- Assistant Teachers' Associations, National Federation of.
15,000. Mr. J. T. Boulter, Warwick House, Warwick Street, Leicester.
- Associated Board of Royal Academy of Music and Royal College of Music.
Holds local examinations. Mr. James Muir, 14 Hanover Square, W.
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£1. 1s. Mr. G. Herbert Thring, 39 Old Queen Street, S.W.
- Birmingham Teachers' Association.
- Board of Education Library.
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- Board of Examinations for Educational Handwork.
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British Child-Study Association.

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British and Foreign School Society.

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130. Mr. William Young, F.E.I.S., Dalkeith, N.B.

Catholic Head Masters' Association (Ireland).

Very Rev. A. Murphy, St. Munchin's College, Limerick.

Catholic Education Council.

28 Ashley Place, S.W.

Catholic Teachers' Association, Glasgow and West of Scotland.

2s. 6d.

Central Welsh Board.

4 St. Andrew's Crescent, Cardiff.

Charity Commission.

Ryder Street, St. James's, S.W.

Childhood Society.

For the scientific study of children. 10s. 6d. Mr. W. J. D. Mulford, Parkes Museum, Margaret Street, W.

Church of England High Schools Company.

Miss Robinson, 6 Upper Baker Street, N.W.

Church School Managers and Teachers, General Association of.

Rev. W. T. Farmiloe, 124 Ashley Gardens, Victoria Street, S.W.

Church Schoolmasters and Schoolmistresses Benevolent Institution.

Annuities, Orphan Allowances, and Temporary Aid. Office—The Church House, Westminster, S.W.

Church Schools Company.

Rev. G. E. Mackie, Church House, Dean's Yard, Westminster, S.W.

City and Guilds of London Institute.

Hon. Sec., Sir John Watney; Assist. Sec., A. L. Soper. Gresham College, Basinghall Street, E.C. The following are the Institutes, Colleges, and Departments:—

City and Guilds Central Technical College, Exhibition Road.
City and Guilds Technical College, Finsbury, Leonard Street, E.C.

South London Technical Art School, Kennington Park Road.
Leather Trades School, Bethnal Green Road.
Department of Technology, Exhibition Road.

Civil Service Commission.

Burlington Gardens, W.

Class Teachers' Association, Scottish.

Mr. Alexander Sivewright, M.A., 31 Broughton Place, Edinburgh.

Classical Association.

1, 100. 5s. and 5s. entrance fee. Dr. Sonnenschein, 7 Barnsley Road, Edgbaston, Birmingham.

Classical Association of Scotland.

230. Mr. William Lobban, M.A., High School for Girls, Glasgow.

College of Preceptors.

Open to all teachers who possess University degrees or certain diplomas. 1, 100. £1. 1s. Mr. C. R. Hodgson, Bloomsbury Square, W.C.

Conference of Catholic Colleges.

For heads of secondary schools governed by bishops or one of the religious orders. 30. Rev. R. Eaton, The Oratory, Birmingham.

Conference of Teachers, London County Council.

Annual meeting in January.

County Councils Association, Education Committee of the.

100. Mr. G. Montagu Harris, Parliament Mansions, Westminster, S.W.

Deaf and Dumb, Association for the Oral Instruction of the.

Training College for Teachers and School for Deaf Children. Mr. William Van Praagh, 11 Fitzroy Square, W.

Deaf. Society for Training Teachers on the German System.

Mrs. Arthur Kinsey, Castle Bar Hill, Ealing, W.

Deaf, Teachers of, National Association, Scots-Irish Branch.

6s. Dr. J. Welsh, Institution for the Deaf and Dumb, Glasgow.

Directors and Secretaries for Education, Association of.

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Domestic Science, Association of Teachers in.

Miss Pycroft, c.o. Rev. Dr. Jessopp, Scarning Rectory, East Dereham.

Drawing Society, The Royal.

Mr. T. R. Ablett, 50 Queen Anne's Gate, S.W.

Education Committees, England and Wales, Association of.

200. 1 to 3 guineas. Mr. T. Groves, Town Hall, Leicester.

Education Department, Scotland.

Dover House, Whitehall, and Parliament Square, Edinburgh.

Educational Handwork Association.

Mr. W. McWeeny, 13 Springwood Avenue, Bradford, Yorks.

Educational Institute of Scotland.

Mr. John Laurence, Old Monkland, Coatbridge.

Elementary School Work as a Career for Girls, Association for Promoting.

Miss J. Merivale, 4 Park Town, Oxford.

Empire Educational League.

Mr. F. E. Tillemont-Thomason, College Hall, Worcester.

Episcopal Teachers' Association, Scottish.

100. Miss M. L. Rayner, F.E.I.S., Episcopal Normal School, Edinburgh.

Esperanto.

Mr. S. Nicholl, 13 Arundel Street, Strand.

Folk-Lore Society.

Mr. F. A. Milne, 11 Old Square, Lincoln's Inn, W.C.

French Governesses in England, Association of.

18 Lancaster Gate, Hyde Park, W.

Friends' Guild of Teachers.

Mr. C. I. Evans, Sidcot, Winscombe, Somerset.

Froebel Educational Institute, The Incorporated.

Mr. Arthur G. Symonds, Talgarth Road, West Kensington, W.

Froebel Society.

Holds conferences and has a registry office. 5s. Miss Noble, 4 Bloomsbury Square, W.C.

Froebel Union, National.

Miss Maclean, 4 Bloomsbury Square, W.C.

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To improve the teaching of geography. 500. 5s. For cards of membership and list of local branches apply to Treasurer.

Mr. J. S. Masterman, St. Margaret's, Dorking.

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10s. 6d. (entrance fee 10s. 6d.). 16 Wyndham Place, Bryanston Square, W.

Gilchrist Educational Trust.

Dr. R. D. Roberts, 1 Plowden Buildings, Temple, E.C.

Girls' Public Day Schools Trust.

Mr. A. McDowall, 21 Queen Anne's Gate, Westminster, S.W.

Governess Association in Ireland for promoting the Higher Education of Teachers.

Chiefly for secondary teachers. Advances money for training, &c. 3 Lower Leeson Street, Dublin.

Governess Association of Ireland.

Grants scholarships to intending teachers. Miss Bradshaw, 4 Hume Street, Dublin.

Governesses' Benevolent Institution.

Secretary and Office: Mr. A. Wesley Dennis, 32 Sackville Street, W. Home and Free Registration Office: 47 Harley Street, W. Holiday House: Fairmount, Shanklin. Asylum for the Aged: Chislehurst, Kent.

Governesses' Benevolent Society of Scotland.

Provident fund. Grants, annuities, &c.; also residence and registry for governesses. Mr. C. E. W. Macpherson, 6 St. David Street, Edinburgh.

Guild of Graduates (Wales).

Mr. Edgar Jones, M.A., Eryl, Barry, Glamorgan.

Gymnastic Teachers' Institute

Mr. T. Williams, 19 Temperley Road, Balham, S.W.

Head Masters' Conference.

To unite head masters of the larger public schools sending pupils to the Universities. 105. £2. 2s. Mr. W. A. Evans, 12 King's Bench Walk, Temple, E.C.

Head Masters, Incorporated Association of.

To take united action on part of head masters of public secondary schools. 500. £1. 1s. Mr. H. Bendall, 37 Norfolk Street, Strand, W.C.

Head Masters of Roman Catholic Schools, Association of.

Head Mistresses Association (Incorporated).

£1. Miss R. Young, 92 Victoria Street, S.W.

Head Teachers' Associations, National Federation of.

Mr. Farthing, 9 Eastern Road, Brockley, S.E.

Hellenic Studies, Society for the Promotion of.

Mr. G. A. Macmillan, 22 Albemarle Street, W.

Historical Society, Royal.

3 Old Sergeant's Inn, Chancery Lane, W.C.

Historical Teaching, Advanced, Fund for.

Mr. H. R. Tedder, Athenaeum Club, S.W.

Home and Colonial School Society.

Wood Green, N.

Home-Reading Union, National.

Mr. Vere Collins, B.A., Surrey House, Victoria Embankment, W.C.

Humanitarian League.

Mr. H. S. Salt, 53 Chancery Lane, W.C.

Intermediate Education Board for Ireland.

Address—The Assistant Commissioners of Intermediate Education, 1 Hume Street, Dublin.

Intermediate and University Teachers [Ireland], Association of.**International Correspondence.**

Miss Lawrence, *Review of Reviews* Office, Mowbray House, Norfolk Street, Strand, W.C.

International Guild.

Mlle. Lalouette, 6 Rue de la Sorbonne, Paris.

Irish Association of Women Graduates and Candidate-Graduates.

Miss A. W. Haslett, M.A., Miss M. O. Kennedy, B.A., 65 Lower Leeson Street, Dublin.

Irish Schoolmistresses and other Ladies interested in [Secondary] Education, Central Association of.

Miss Rowlette, B.A., 17 Upper Mount Street, Dublin.

Joint Agency for Assistant Masters.

Managed by Committee appointed by Head Masters' Conference, Incorporated Association of Head Masters, College of Preceptors, Teachers' Guild, Welsh County Schools' Association, Private Schools Association, Association of Preparatory Schools, Association of Head Masters of Roman Catholic Schools, Incorporated Association of Assistant Masters, and Association of Technical Institutions. Rev. F. Taylor, 23 Southampton Street, Bloomsbury Square, W.C.

Joint Agency for Women Teachers.

Managed by Committee appointed by Teachers' Guild, College of Preceptors, Head Mistresses' Association, Assistant Mistresses' Association, Private Schools Association, and Welsh County Schools' Association. Miss Alice M. Fountain, 74 Gower Street, W.C.

Ling Association of Trained Teachers of Swedish Gymnastics.

Miss Hankinson, 19 Briston Grove, Crouch Hill, N.

Loan Fund, Caroline Ashurst Biggs Memorial.

Society for promoting the employment of Women. Secretary, Miss G. King, 22 Berners Street, Oxford Street, W.

London Head Teachers' Association.

Mr. W. Orchard, 20 Busby Place, Camden Road, N.W.

London Teachers, Federation of.

450. Mr. P. Abbott, 9 Wyndham Crescent, Dartmouth Park Hill, N.

London Teachers' Association.

Mr. T. Gautrey, L.C.C., 9 Fleet Street, E.C.

Mathematical Association.

10s. Mr. C. Pendlebury, St Paul's School, W., and Mr. H. D. Ellis, 12 Gloucester Terrace, Hyde Park, W.

Mathematical Society, London.

22 Albemarle Street, W.

Medical Education and Registration, General Council of.

Mr. H. E. Allen, 299 Oxford Street, W.

Medical Officers of Schools' Association.

130.

Metropolitan Centre Teachers' Association.

Secretary, Mr. S. Bullett, B.A., Pupil-Teachers' School, William Street, Hammersmith, W.

Midland Counties, Association of Head Masters of Endowed Schools.

70. Mr. Rupert Deakin, Bunbury Road, King's Norton, near Birmingham.

Modern Language Association.

560. 10s. 6d. Mr. W. O. Brigstocke, 31 Cornwall Road, Bayswater, W.

Modern Language Association, Scottish.

3s. 6d.; ladies, 2s. 6d. Mr. C. D. Campbell, F.R.S.E., 21 Montagu Terrace, Edinburgh.

Music, Directors of, in Secondary Schools, Union of.

100. 3s. 6d. Dr. Buck, The Chalet, Harrow.

Music. Girls' School Music Union.

425. 2s. 6d. Miss Cecilia Hill, Wentworth Hall, Mill Hill, N.W.

National Education Association.

Mr. A. J. Mundella, Surrey House, Victoria Embankment, W.C.

National Society for the Education of the Poor in the Principles of the Established Church.

19 Great Peter Street, Westminster, S.W.

National Society for the Prevention of Cruelty to Children.

Leicester Square, W.C.

National Union of Teachers.

54,000. 7s., plus local subscription. Mr. J. H. Voxall, M.P., 67 Russell Square, W.C.

Nature Study Society.

Mr. Wilfred Mark Webb, F.L.S., Odstock, Hanwell, W.

North of England Education Conference.

Mr. Edward H. Hance, Education Office, Sir Thomas Street, Liverpool.

Oxford and Cambridge Schools Examination Board.

Mr. E. J. Gross, Caius College, Cambridge.
Mr. P. E. Matheson, 74 High Street, Oxford.

Parents' National Educational Union.

To instruct and aid parents and teachers in the work of education. 10s. Miss F. Noel Armfield, 26 Victoria Street, S.W.

Phonétique Internationale, Association.

1,000. Membre adhérent 3 fr. 50, membre actif 6 fr. Prof. Baker, The University, Sheffield.

Preparatory Schools, Association of.

330. £1. 1s. Mr. F. Ritchie, Bradbourne Villas, Sevenoaks.

Private Schools Association.

1,400. £1. 1s. Mr. H. R. Beasley, 9 Bedford Court Mansions, W.C.

Professeurs de Français en Angleterre, Société Nationale.

300. Monsieur S. Barlet, 8 Barnard's Inn, Holborn, E.C.

Pupil-Teachers' Central Classes, Federation of Teachers in.

Mr. A. L. Cann, B.A., Pupil-Teachers' Centre, Bolton.

Pupil-Teachers' University Scholarship Committee, Toynbee Hall, E.

Makes grants towards University Education. Arthur H. Baker, B.A., 28 Cautley Avenue, Clapham Common, S.W.

Recreative Evening Schools Association.

Rev. Dr. Paton, 37 Norfolk Street, Strand, W.C.

Registration Council, Teachers.

Registrar, Mr. G. W. Rundall, 49 Parliament Street, S.W.

Sanitary Institute, Royal.

Holds examinations in practical hygiene for school teachers. Mr. E. White Wallis, Margaret Street, London, W.

School Attendance Officers' National Association.

Mr. E. A. Cook, 25 Lind Street, St. John's, S.E.

School Boards Association, Scottish.

101. 7s. 6d. to 15s. Mr. James Cuthbert, Candleriggs, Alloa, N.B.

School Board Clerks and Treasurers, Scotland, Association of.

5s. Mr. A. F. Niven, Greenock, N.B.

Schoolmasters' Association (Ireland).

Mr. H. M'Intosh, Methodist College, Belfast.

Schoolmasters, Society of.

A charitable society for relief of necessitous secondary teachers and their families. 10s. 6d. Mr. A. Llewelyn Roberts, Royal Literary Fund Chambers, 40 Denison House, Westminster, S.W.

Schoolmasters' Widows' Fund.

Mr. John Ewart, 58 Frederick Street, Edinburgh.

School Nature Study Union.

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Science Masters, Association of Public-School.**Scottish Assistant Teachers' Association.**

Mr. Alex. Sivewright, M.A., 31 Broughton Place, Edinburgh.

Selborne Society.

Mr. Wilfred Mark Webb, F.L.S., 20 Hanover Square, W.

Sloyd Association of Scotland.

Mr. David Graham, Superintendent of Manual Instruction, Edinburgh School Board, 19 St. Fillan's Terrace, Edinburgh.

Société des Langues Étrangères.

88 rue Serpente, Paris.

Special Inquiries and Reports, Office of.

See Board of Education Library.

Students' Aid Society, Ltd.

Loans to women students qualifying as secondary teachers. Mr. B. S. F. Filose-Spencer, Carlton Chambers, Lichfield Street, Wolverhampton.

Sunday School Association.

Mr. Ion Pritchard, Essex Street, Strand, W.C.

Teachers' Guild.

To combine teachers of every grade as members of one profession. 3,700. 7s. 6d. Mr. H. B. Garrod, 74 Gower Street, W.C.

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250. 5s. masters, 2s. 6d. mistresses. Mr. J. A. Grant, Royal High School, Edinburgh.

Teachers' Provident Association.**Teachers' Training and Registration Society.**

Maria Grey Training College, Salusbury Road, Brondesbury, N.W.

Technical and Secondary Education, National Association for the Promotion of.

Mr. F. Oldman, 10 Queen Anne's Gate, S.W.

Technical Institutes, Association of Teachers in.

Mr. J. Wilson, Battersea Polytechnic, S.W.

Technical Institutions, Association of.

Consists of the principal and chairman of committee or the secretary of technical institutions of Great Britain. Principal Wells, Battersea Polytechnic, S.W.

Tonic Sol-fa College.

Holds examinations. Mr. Walter Harrison, M.A., Mus.Bac. (Oxon.), 27 Finsbury Square, E.C.

Training College Association.

2s. 6d. Mr. H. E. Griffiths, St. John's College, Battersea, S.W.

Ulster Schoolmistresses' Association.

Miss Steele, Victoria College, Belfast.

Universities' Joint Committee.

Consists of representatives of the Hebdomadal Council of Oxford, the Council of the Senate of Cambridge, and the Committee of the Head Masters' Conference; charged with consideration of matters of joint interest to the Universities and the public schools represented on the Conference. Mr. W. A. Evans, 12 King's Bench Walk, Temple, E.C.

University Extension.

Oxford Delegacy. Mr. J. A. R. Marriott, Examination Schools, Oxford.

Cambridge Syndicate. Rev. D. H. S. Cranage, Syndicate Buildings, Cambridge.

London Board. Dr. R. D. Roberts, University of London, S.W. Manchester Committee. Mr. Sydney Waterlow, M.A., Victoria University of Manchester.

Society for University Extension in Liverpool and District.

Mr. Norman Wyld, The University, Liverpool.

University Extension Guild.

55. 60 Haymarket, S.W.

University Women Teachers, Association of.

1,400. 55. Miss Gruner, 9 Blandford Street, Baker Street, W.

Voluntary Teachers, National Association of.

Welsh County Councils, National Executive of.

Welsh County Schools' Association.

For head masters and head mistresses of Welsh Intermediate Schools. 90. Mr. W. Lewis, County School, Llanelly.

Welsh Educational Council.

West of Scotland Association of Secondary Teachers in Public Schools.

Women, Association for Promoting the Education of.

Miss Rogers, Clarendon Building, Broad Street, Oxford.

Workers' Educational Association.

Mr. Albert Mansbridge, 198 Windsor Road, Ilford, Essex.

Yorkshire Ladies' Council of Education.

Depôt for the sale of work done by poor gentlewomen. Miss Jackson, 7 Cookridge Street, Leeds.

Yorkshire Loan Training Fund.

Loans for training (without interest). Mrs. B. P. Scattergood, Moorside, Far Headingley, Leeds.

Young Women's Christian Association, Teachers' Branch.

Open to all lady teachers. 26 George Street, Hanover Square, W.

UNIVERSITIES AND SCHOOLS.

ROYAL HOLLOWAY COLLEGE.

During the temporary absence of Miss M. Benson, D.Sc., the governors have appointed Prof. Percy Groom, M.A., D.Sc., as Lecturer in Botany for the Lent and Easter terms, and Miss H. Fraser, B.Sc., as Assistant Lecturer in Botany. Miss Hayes Robinson has been appointed Senior Staff Lecturer in Philology. A course of lectures on "English Lyrical Poetry" was given during the Michaelmas term by the Rev. H. C. Beeching, Canon of Westminster.

Thirty Royal Holloway College students graduated this year in the University of London—20 in Arts (9 in Honours), and 10 in Science (of whom 4 took an Honours degree). The George Smith Studentship was awarded to G. E. Ingram. One of the University Exhibitions of £40 a year for two years was gained this year by H. Cam. In the competition for University Scholarships E. Garrett won the University Scholarship in French, and E. Fleet the first University Scholarship in History. They were disqualified from holding them because they also won the two Gilchrist Scholarships. The first French Prize in the competition open to students of English Universities and University colleges held under the auspices of the National Society of French Teachers in England was awarded this year to M. Hornby, and the third prize to E. Garrett.

Students come into residence for the Lent term on January 13. An occasional lecture will be given on January 18 by Mr. Edward Armstrong, of Queen's College, Oxford, on "Pope Pius II.," at 8 p.m.

UNIVERSITY COLLEGE, LONDON.

Mr. P. M. Heath, F.R.C.S., has been reappointed by the Council Surgical Registrar to University College Hospital for a further period of one year from January 1, 1906. The Council have appointed Dr. R. H. Williams Lecturer in Phonetics for the remainder of the current session. The Council have conferred on Dr. G. A. Buckmaster the title of Assistant Professor of Physiology. Mr. H. D. Vigor has been elected to the Ricardo Scholarship in Political Economy, tenable for three years.

The second term of the Faculties of Arts, Laws, and of Science, will begin on January 9. Among the courses of lectures announced, the following are of general interest:—Friday, January 12, at 4.30 p.m., Mr. D. S. MacColl will continue his course on "Sculpture, Mediaeval, Renaissance, and Modern." Monday, January 22, at 3 p.m., Prof. Gardner will begin his course on "The Surroundings of Greek Life: Houses and Dress." Saturday, January 27, at 10 a.m., Prof. Priebsch will begin his course of public lectures on "Goethe and Schiller." Saturday, January 27, at 11 a.m., Principal Gregory Foster will begin his course of public lectures on "English Literature: mainly Shakespeare"; Prof. L. M. Brandin will begin his course of public lectures on "Racine and Molière."

MANCHESTER.

In connexion with the steps taken by a Board of Guardians in North Manchester with reference to the scheme for the feeding of school-children, some indignant protests have been received from parents who appear to feel keenly the insinuation that their children are not properly cared for. At the monthly meeting of the Manchester Education Committee the recommendation of the Training of Teachers' Subcommittee on the matter of the site suggested for the new college for male students was referred back. It transpired in the course of the discussion that not only was the expenditure suggested (£20,000) much larger than had been anticipated, but that the lease would only run for twenty years, at the end of which time the buildings would revert to the owner, Lord Derby; and no information was available as to whether the property could be purchased. The scheme, which was supported by the Chairman, Sir James Hoy, was criticized by the Deputy Lord Mayor, Sir T. T. Shann, and defeated by 18 votes to 13.

A satisfactory report was given of an experiment in the instruction of children afflicted with stammering, and it was agreed to provide additional accommodation for the teaching of crippled children, the number now provided for being sixty-five.

The Education Committee have decided to take over the Manchester School of Domestic Economy and Cookery.

The Scheme of Scholarships for 1906 has been issued, and is illustrated by a diagram showing the possible careers of those who will benefit by them. No scholarships are offered for any University except that of Manchester. The Salford Education Committee, however, have offered a scholarship to be held at any British University other than the University of Manchester. A similar motion was recently defeated in the Manchester Committee.

Mr. W. E. Urwick, M.A., Principal of the Pupil-Teachers' College, has resigned that position on his appointment as an Inspector of Secondary Schools under the Board of Education, his work terminating on December 31.

The Engineering Section of the Manchester Chamber of Commerce have evolved a scheme by which it is proposed to provide for the district "a small supply of men as highly trained in theoretical and experimental work as those produced in the foreign technical high schools, while retaining the practical training which the foreigner lacks."

At the University an appeal has been made for £15,000 for the new buildings of the Hulme Hall of Residence. At the Women's Hall of Residence, the New Warden of which is Miss H. D. Oakeley (late Principal of the Royal Victoria College, Montreal), Miss Maude Parkin, B.A. (of Montreal), has been appointed Sub-Warden.

Dr. W. A. Bone, F.R.S., Lecturer in Metallurgy, has accepted the invitation of the Council of Leeds University to fill the new Chair of Applied Chemistry (Fuel and Metallurgy) there.

Mrs. Fielden, who founded the Fielden Professorship of Education, has added £2,000 to the endowment. We hope to be able to report further benefactions to the Education Department next month. A number of other bequests to the University are announced, including £20,000 from the late proprietor of the *Manchester Guardian*. The Committee of the Brunswick Street Primary School and Kindergarten, which was founded and carried on by Miss Dodd as a practising school for the Women's Department of the Day Training College, have asked Prof. Findlay to act as Director to this school after Christmas. It is intended during the spring to organize the work of the school on a more permanent footing, so that it may be continued in association with the training of teachers at the University.

In the Education Department this session Prof. Findlay has organized a series of lectures on modern language teaching, illustrated by demonstration lessons, and Mr. Earl Barnes has lectured upon "Children's Attitude towards the Curriculum." Next term Miss Dodd is to lecture on "The School Curriculum," while Mr. Paton deals with "Problems in the Teaching and Training of Older Scholars."

The annual *soirée* of the University Students' Union took place in the University Buildings on December 16. The proposal to build under one roof a Men's Union, a Women's Union, and a University Refectory, has again come to the front.

At a special meeting of the Governors of the Grammar School a resolution was passed recording the Governors' sense of their loss by the death of Mr. C. J. Heywood, who has been a much valued member of the governing body as well as a public-spirited citizen in

many ways. Open scholarships have been won by boys of the school in Mathematics at Corpus Christi College, Oxford, in Modern Languages at Caius College, Cambridge, and in Classics (the Bishop-Prince Lee Scholarship) at Trinity College, Cambridge. This year the boys of the school have collected nearly £250 for the Lads' Club, which is mainly dependent for support upon their annual collection. Mr. E. N. Marshall, M.A., has been appointed Head Master of Walsall Grammar School. The annual *conversazione* took place in the school buildings on December 20, when the Dramatic Society gave scenes from "The Critic." At the gymnastic display the Lord Mayor and the Lady Mayoress were present, and the latter distributed the medals. A feature of the exhibits was the collection of recent gifts to the school museum, which has lately been considerably enlarged. A very interesting illustrated history of the school, by Mr. R. D. Hodgson, M.A., has just been published for circulation among past and present members. During the term twelve lectures have been given to the Upper and Lower Schools. The North Manchester Preparatory School, which was opened in September last under Mr. A. W. Dennis, M.A., has already risen in numbers to nearly fifty boys. The first term concluded with a successful entertainment, at which the boys gave a performance of "Bardell v. Pickwick."

At the Hulme Grammar School Mr. J. H. Smith, B.A., late scholar of Brasenose College, Oxford, has succeeded Mr. F. E. Brown, M.A., as mathematical master, the latter having taken the position of chief mathematical master at King Edward VII. School, Sheffield. Some interesting presentations were made to Mr. Brown on leaving the school, where he had been master since 1892.

At the Manchester High School for Girls much regret is felt at the loss of Miss Mills, who has been on the classical staff for nearly three years. Miss Ethel Harvey, of Lady Margaret Hall, Oxford, has been temporarily appointed to take her work. Prof. Weiss has been appointed a governor to represent the University of London, in place of the late Dr. Wilkins.

At the Pendleton High School the girls gave two performances of "As You Like It" to crowded audiences of parents and friends.

On December 4 Miss E. P. Hughes spoke at a joint meeting of the Teachers' Guild and Child-Study Association on "Education in Japan."

WALES.

The report recently issued by the Executive Committee of the Central Welsh Board contains some highly interesting statistics relating to the progress of the intermediate schools. That the Welsh county-school system has taken a firm hold upon the confidence of the people is clearly proved by reference to the growth of the schools since 1897. In that year the total number of pupils on the school roll was 6,427; whereas in 1905 the number had reached 10,413, an increase of 62 per cent. This is equivalent to 5 per 1,000 of the population: in Merioneth the attendance exceeds 10 per 1,000. The essentially democratic character of the system is unmistakably shown by the very high percentage of pupils who were admitted from the primary schools. For 1905 the percentage is 81.5, and it is a remarkable fact that from 1898 onwards there has been a gradual increase in this percentage from 71.9 to the present figure. However, before drawing from these statistics any very definite conclusion as to the social status of the pupils at the intermediate schools, it is necessary to remember that in Wales the primary schools are utilized to a far greater extent than they are in England. Mainly because of the hopeless inefficiency of the majority of the private schools in the Principality parents not only of the artisan class, but also of the well-to-do middle class, are practically compelled to send their children to the primary schools for their preliminary training before entering the secondary schools. This close organic connexion between the two grades of schools will undoubtedly remain a permanent feature of the Welsh educational system.

The report also points out that extensive recognition of the Board's Certificates by various public bodies as equivalent to their Preliminary Examination has relieved the schools from the harassing necessity of attempting to meet the demands of a variety of external examinations. That this recognition has resulted in a very distinct gain in efficiency and in simplification of the curriculum is of course obvious. Consequently, the Board's Certificates are utilized to an increasing extent from year to year. In 1905, for the Honours Certificate there were 185 candidates, for the Senior 957, and for the Junior 508. The percentage of successful candidates for the Senior Certificate has dropped from 65.7 in 1904 to 53.1 in 1905. It would, therefore, seem that there is ample justification for the contention of many head masters that the papers set this year, in several subjects, were distinctly harder than in any previous year, and that the standard of the examination, as a whole, has been raised very considerably. That the Central Welsh Board recognizes the fundamental importance of preventing as far as possible any sudden variation in the standard of its examination is proved by the existence of a Revising Board of Examiners; but, somehow, the reputation of this body for efficiency is not yet fully established.

Several other statistics of interest are published. Thus, in 1897

the total amount spent in scholarships and bursaries was £8,500; in 1905 it amounted to £20,731. The grants paid by the Board of Education in respect to the years 1901-2 was £8,549; for 1903-4, £10,238—an average of about £1 per head.

Every one who reads this review of secondary education in Wales in an impartial spirit cannot but be impressed by the truly remarkable progress which the schools have made during the past ten years. Nor will it be possible to deny that, as a whole, the educational policy of the Central Welsh Board—the controlling body of the system—has been based on thoroughly sound principles. As for the future, the outlook for secondary education is a bright one.

The attendance of members at the last meeting was thoroughly satisfactory, and a considerable amount of business was transacted. Most of it was naturally of a highly technical character, and had reference to questions of syllabus, inspection, &c. The

Honours Certificate Syllabus, that perennial difficulty of the schools, was once again discussed with much energy, if with little illumination. Several suggestions, however, which might be helpful at the forthcoming conference with the Central Welsh Board were forthcoming, and it is sincerely to be hoped, in the interests of peace, that some final solution of this delicate question will be devised, and that in the immediate future. Considerable feeling was shown during the discussion on the French papers set at the last annual Central Welsh Board Examination, particularly that for the Senior Stage. There was almost a consensus of opinion that they were, on the whole, of a distinctly retrograde character, and were set apparently in ignorance of the advance that has been made in recent years in modern language teaching. The opinion was also expressed that the Revising Committee of the Board should have exercised its authority in this matter of the French paper, not only for the sake of maintaining the continuity of the standard of the examination, but also to prevent a reversion to the older methods of language teaching.

The proceedings on this occasion were specially interesting because for the first time in its existence the Association was presided over by a lady President (Miss Collin, of Cardiff). All the members present were most favourably impressed by the businesslike and tactful manner in which she controlled the meeting and steered it through the maze of a very long agenda. At this same meeting the members of the Association expressed their keen appreciation of the services of the retiring Hon. Secretary (Mr. W. Jenkyn Thomas, M.A.). Mr. Wm. Lewis, of Llanelli, an ex-President of the Association, was unanimously chosen as his successor.

The recent Regulations of the Board of Education continue to excite a certain amount of discussion in Welsh educational circles. In the first instance, strong objection is taken to the elimination from the syllabus of the options hitherto allowed to Welsh candidates. For some mysterious reason the Board, for example, has omitted any special reference to the geography of Wales as an alternative subject, nor does it specifically state that questions in Welsh history will be set. The Welsh Language Society and similar bodies are up in arms, and are trying to exert strong pressure on the Board to induce it to return to the *status quo*, but hitherto without any result. Sir Marchant Williams and the *Western Mail* declare, however, that it is all a matter of drafting, and that, as a fact, Welsh candidates will suffer no hardship, nor will they be at any disadvantage as compared with previous years in the examination.

Another cause of complaint against the Board of Education is based upon the somewhat stringent conditions laid down in Circular 530 dealing with the admission of normal students to University degrees. The Principals of the University Colleges go so far as to declare that their normal departments will be seriously depleted of students if no relaxation is forthcoming.

It is impossible to describe with accuracy all the different phases which the educational revolt is assuming. Every county has some species of it to deal with. We are already familiar with the trouble over the non-provided schools, emergency schools, maintenance of the fabric, and the fulminations of the Board of Education, &c.—these are the common-places of the situation. But in some counties the revolt has taken a new turn, and a serious one; for there the elementary teachers are showing strong resentment against the conditions which many of the Education Committees are trying to impose upon them. Not only is the scale of salaries a source of dissatisfaction, but in one or two of the counties—notably in Glamorganshire—terms of service are drawn up which they cannot but best regard as humiliating to the whole profession. The outlook on the whole is a discouraging one as regards primary schools, and it is no wonder that the dearth of primary teachers is becoming a pressing problem in Wales.

By the death of Mr. Humphreys-Owen, M.P., Wales has lost one of its most prominent public men, and its most trusted educational leader. He has been associated in the most intimate manner with the growth of secondary education in Wales, for he has acted as Chairman

Welsh County Schools Association.

Pupil-Teacher Regulations.

Revolt.

Mr. Humphreys-Owen, M.P.

of the Central Welsh Board from its foundation. His colleagues on the Board were deeply impressed by the breadth of his views and the soundness of his judgment on all educational matters; for no one probably had a more thorough knowledge of the state of education in Wales. With the head and assistant masters of the schools Mr. Humphreys-Owen invariably adopted a thoroughly sympathetic attitude, and no section of the community will deplore his loss more sincerely. It will be very difficult to find a Chairman for the Central Welsh Board who will possess all the necessary qualifications for such an important post. Laymen who have the necessary knowledge of secondary education and who can afford the time are not too numerous in Wales. Lord Stanley has been mentioned, but it is obvious that his acquaintance with the special condition of Wales is far too limited to entitle him to such a position.

Sir Isambard Owen and Principal Reichel have taken strong objection to the wording of a clause in the proposed charter which, they declared, controverted the original intention of the Museum Conference, and was likely to reduce what was intended to be a national museum into a mere imitation of the many museums scattered all over England. However, after some discussion, the matter was amicably settled at a general conference held in London. By an amendment of the objectionable clause, the distinctively national character of the Museum is made perfectly clear.

SCOTLAND.

Mr. F. W. Dyson, F.R.S., one of the Chief Assistants at the Royal Observatory, Greenwich, has been appointed by the Crown to be Astronomer-Royal for Scotland, and also to be Professor of Astronomy in the University of Edinburgh, in succession to the late Prof. Copeland. Prof. Dyson was Second Wrangler at Cambridge in 1889, and he has been for six years Secretary to the Royal Astronomical Society.

Sir Henry D. Littlejohn, M.D., has resigned the Chair of Forensic Medicine in Edinburgh University, which he has held since 1897, when he was appointed by the Crown as successor to the late Sir Douglas MacLagan. He is one of the most distinguished of living medical jurists, and he has appeared in all the most important trials in Scotland during the last thirty years.

Glasgow University Court has appointed Mr. James L. Galbraith to be University Librarian, in succession to Mr. James Lymburn, resigned. Mr. Galbraith is at present sub-librarian in the University Library, where he has done excellent service for many years.

Mr. Haldane, as Rector of Edinburgh University, has appointed Lord Dundas to be his assessor on the Edinburgh University Court, and Mr. Asquith, as Rector of Glasgow University, has appointed Mr. William Lorimer as his assessor on the Glasgow Court. The General Council of St. Andrews University has elected Dr. George A. Gibson, Edinburgh, as assessor on the St. Andrews Court, in room of Dr. James Welsh, resigned, and it has re-elected as assessors Dr. W. Barrie Dow and Mr. Edward E. Morrison.

The number of students in attendance at Aberdeen University this session is 810, as compared with 815 last year, 811 in 1903-4, and 790 in 1902-3.

The late Mrs. Margaret McIntyre, Greenock, has left a legacy of £500 to Glasgow University, for the purpose of founding a bursary in the Faculty of Arts.

During the last three years there has been a deficit on the annual accounts of Glasgow University, amounting in all to about £3,000, and it is expected that this will be increased during the present year by about £800. The deficit is due to the inability of the General Fund to meet the large increase of annual expenditure which is due to the development of the scientific departments, and, as the sources of the General Fund are not likely to provide any large increase of income, considerable retrenchment will be necessary.

At a meeting, held at St. Andrews, of the General Committee for arranging the celebration of the quatercentenary of George Buchanan, it was resolved that the celebration should take place early in July, 1906. It is proposed that the proceedings shall include a reception of classical scholars from this country and the Continent, a meeting of delegates at which orations will be delivered, a graduation ceremonial, a representation of one of Buchanan's plays, and a banquet. An appeal is being made to the owners of portraits of Buchanan, early editions of his works, and books which belonged to him to contribute to a loan collection for exhibition at the time of the celebration.

On Thursday, December 21, the first section of the new buildings of the Glasgow and West of Scotland Technical College was formally opened by the Right Hon. John Sinclair, M.P., Secretary for Scotland. The college is the oldest technical college in Great Britain, and the buildings, even in their present incomplete state, are the largest of the kind in the country. They constitute nearly three-fourths of the whole building that is contemplated, and they have cost about £212,000, of which £210,000 has been obtained by subscription and otherwise during the last five years. A further sum of £100,000 is required to complete the building and to provide additional equipment. The

number of students of the college has grown rapidly in recent years, the increase during the last ten years being 50 per cent. At present there are 5,020 students in attendance, of whom 530 are day students. The guests at a *conversazione* held in the evening were much impressed by the extent and suitability of the buildings and their admirable equipment for all the most important branches of technical instruction. The success of the whole work is largely due to the indefatigable exertions of Mr. W. R. Copland, C.E., Chairman of the Governors.

The St. George's Training College at Edinburgh for women teachers in secondary and higher schools has to report a marked decrease in the number of its students, which is due to the raising of the standard of qualification. It is hoped, however, that a place may be found for the college in the new scheme for the training of teachers which is about to be established by the Scotch Education Department.

The Provincial Committees for the training of teachers in connexion with the Universities have now elected their chairmen, and appointed sub-committees to consider the new training scheme and to confer with the representatives of the existing training colleges, with a view to the taking over of these colleges by the Committees. Mr. R. S. Allan, Chairman of Glasgow School Board, has been elected Chairman of the Glasgow Committee, and Dr. Day is Chairman of the Aberdeen Committee.

At a meeting of the Classical Association of Scotland, held at Glasgow, the report of the Committee on Pronunciation was considered, and it was resolved that the report and a short abstract should be circulated in all the chief schools and training colleges in Scotland, with a request for an expression of opinion on the matter. At a meeting of the Modern Languages Association, held in Edinburgh, a resolution was adopted deprecating the "retention of pupils at schools with a view to specialization for bursaries after they have qualified for the Leaving Certificate."

Mr. James Milligan, M.A., LL.D., has been entertained to dinner by representatives of all branches of the teaching profession in the West of Scotland on the occasion of his retirement from the Rectorship of the Glasgow High School for Girls.

IRELAND.

The big degree prizes this year have been taken by Mr. Harry

Trinity Biggs, Sch., son of the late Dr. Biggs, of Portora
Degrees. Royal School, who, after a brilliant college course, has obtained the Mathematical Studentship;

Mr. W. Powell, Sch., of the High School, Dublin, who obtains the Classical Studentship; Mr. J. Stevenson, Sch., also from the High School, who is the Mathematical Brooke Prizeman; and Mr. M. T. Smiley, Sch., who takes the Classical Brooke Prize. The High School thus maintains the long and high record it has in Trinity College distinctions.

A special Committee has for some time been considering alterations

The Fellowship in the present method of electing to Fellowship
Examinations. on the results of a severe and badly planned examination which at present holds. It was

proposed to do away with this examination, and elect candidates, having regard to the ability and learning they had shown in their whole college career and their subsequent work either in original research or active employment. It is now stated that owing to various difficulties this idea is abandoned, and that the examination will be maintained. One of the difficulties lies in deciding what shall be done with the Madden Prize, a valuable prize bequeathed to Trinity College as compensation to the second best candidate in the Fellowship Examination. It is to be hoped that, even if the examination be retained, it will be much modified, and opportunities given for encouraging original work. As it is at present it seems destructive of mental and physical vigour, of original power, and the most valuable qualities required for the work of a Fellow.

At the Commencements on December 19 about thirty ladies

Women and from Cambridge took *ad eundem* degrees. At the
T.C.D. luncheon afterwards, to which about a hundred guests were invited, the Provost explained the position of

the Board in granting these degrees. He pointed out that they had communicated first with the authorities of Oxford and Cambridge and obtained their cordial sanction, and that they were only giving to Cambridge and Oxford women the privileges they had always extended to men graduates of those Universities. He also repudiated the statement that Trinity College had been opened to women merely to obtain pupils and money. For twenty years their admission had been agitated, and any surplus funds arising from the fees of women students would be spent in benefits for those students themselves. There are now seventy-one women students in Trinity College.

The scholarships to be held in the University College under the

The Catholic Royal University and awarded on the results of the
Scholarship Fund. Intermediate Examinations are being supported by several County Councils which are proposing to found scholarships for their own counties. It is doubtful, however, if

the scholarship fund will be heartily supported by the Catholic laity, the more thoughtful and educated of whom generally hope for some alteration in the constitution of Dublin University making it acceptable to the Catholic religious authorities, rather than the creation of a separate Catholic College or University.

Catholic Laymen's Memorial. A few weeks ago a memorial was published by the Association of Catholic Laymen which represents this more enlightened Catholic opinion, asking that a Commission should be appointed to inquire into what changes could be introduced in the government and constitution of Dublin University that would make it available for Catholics and in a real sense a National University. The memorial points out that Trinity College was excluded from the terms of reference of the last University Commission, and that its governing body is exclusively Protestant. That such a Commission would be very desirable for the sake of the College itself is undoubted, but it is very unlikely that any Government would issue it.

The New Government and Irish Education. Whether the Liberal Administration will make any attempt to reform Irish education is so far unknown. Their attitude formerly was to give home rule and allow an Irish Parliament to settle the Irish University question. If the present Government adheres to this position, it means an indefinite postponement. Nor would this method solve the real difficulty—would the English people give money to support University education controlled by the Church, even if demanded by an Irish Parliament? In regard to primary and intermediate education it is believed that Sir Anthony MacDonnell will have a free hand. If this be so, we have some hope of reform, and a certainty of a vigorous conflict. The reports of Mr. Dale, which are believed to embody his views, met with strong opposition from both Catholic and Protestant clerics. In a recent speech the Bishop of Limerick, one of the chief leaders, made a noticeable admission—that they should not object to an Irish Education Department were it placed under the control of an Irish Parliament, but they would resist to the utmost the handing over of Irish education to the administration of English officials.

Rowdyism in the Royal University. The Senate have decided, on considering the opinion of their legal advisers, that they have no power to punish (or prevent?) disorders, such as prevailed at the last Conferring of Degrees. They state that they will immediately apply for such powers. The undergraduates thus remain triumphant.

The Intermediate Group System. The Central Association of Irish Schoolmistresses has addressed a memorial to the Intermediate Board, requesting the abolition of the group system in the Intermediate Examinations. They point out that specialization at so early an age is injurious, and so unnatural that it results in unsuitable groups of subjects being taken; consequently the most serious injustice has been inflicted on students, while the examinations under this system fail completely as a criterion of merit. They also complain of the complicated system of marking, which has led to many errors. The Board are divided on the subject of the group system, a section being in favour of it, while on the other hand several Commissioners have spoken in public strongly against it. It is to be hoped the absurdity of a complete revision of the lists this year having to be undertaken and the general indignation excited by the recent results will now lead to the abandonment of the system.

The Lady Registrar of Trinity College, Dublin, writes to correct an inaccuracy in the December notice of the women students in Trinity College, Dublin. Miss Ethel Hannan is not the first woman who has gained a gold medal in Trinity College. In the year 1900 Miss Betanna Beatty was awarded a gold medal in the Modern Literature course.

SCHOOLS.

BRUTON, SOMERSET, GIRLS' HIGH SCHOOL.—K. R. Lewin has gained an exhibition and sub-sizarship at Trinity College, Cambridge, for Natural Science.

CHELTEMHAM LADIES' COLLEGE.—The following pupils have been successful in the University of London B.A. and B.Sc. Examinations:—B.Sc., Division I.: Mary Nalder; B.A. Honours, Class II., French and English: Lettice Heath; B.A., Division I.: Mary Allwood, Bessie Allen Bull, Theresa Kewley, Dorothea Stock, Geraldine Weaver; B.A., Division II.: Mary Browne, Ursula Edmonds, Edith Turner.

DATCHELOK TRAINING COLLEGE AND SCHOOL.—Miss Carpenter, the mistress of method and lecturer on psychology in this college, has been offered by the University of London, and has accepted, a seat on the Board of Studies of the University. Both the Principal (Miss Rigg) and Miss Carpenter are recognized teachers of the University—the Principal in the theory and practice of education and Miss Carpenter in psychology. Seven students from this college, six of whom were B.A.'s of London, while the seventh was an Irish M.A.,

have just taken the examinations for the Teaching Diploma of the University of London. Four others have taken those for the Cambridge Teaching Diploma. Two students in the Preparatory or Academical Division of the college passed the London B.A. Examination in October. The Old Girls' Club inaugurated in September a scheme for a bazaar in aid of hospital cots. The idea was warmly taken up by the club generally and by the school and training college, with the result that by the two days' sale £450 was cleared. It has been determined to make this up, out of a reserve fund which the club possesses, to £500, and present this to the new King's College Hospital when it becomes established on Denmark Hill, in the immediate neighbourhood of the school. Meantime the club will go on maintaining the three cots for children which it has maintained for five years past in the All Saints' Convalescent Home at Highgate. The school is, owing to her approaching marriage, losing its chief mathematical and chemistry mistress, Miss Renneson, B.Sc. The work is being to some extent rearranged, and the Head Mistress has been fortunate in obtaining the services of Miss Gertrude Williams, B.A. (English Honours), for six years member of the staff of the Skinners' School, Stamford Hill.

EAST LONDON COLLEGE.—The Drapers' Company have announced a very large extension of their scheme of scholarships tenable at the East London College. In next July, on the result of the examination conducted by the London Inter-collegiate Scholarships Board, they will award fifteen scholarships of the value of £40 per annum tenable for three years. Six of the scholarships are reserved for women students. Mr. Tom S. Moore, an old student of the college, who afterwards proceeded to Oxford, has been awarded a Fellowship in Chemistry of Magdalen College, Oxford. Mr. B. W. Perkins has obtained the 54th position in the Indian Civil Service list. In the past the work of the college has been confined to science and technical work, but at the commencement of the present session it was decided to start courses for the London B.A. degree. These are suitable for women students, for whom special arrangements are made. The Drapers' Company have voted a sum of £5,000 for the improvement and extension of the college buildings.

HAILEYBURY COLLEGE.—The following scholarships have been awarded:—Senior Classical—K. G. Digby, R. S. Stafford, G. L. Waller, R. N. Nicolls; Senior Modern—G. R. Richardson, W. J. Bryan; Junior Classical—H. R. Carter (Mr. Caldecott, Eastman's, Southsea), D. C. Thomas (Haileybury), F. M. Strawson (Haileybury), P. A. Meade (Mr. Kingdon, The Briers, Westgate-on-Sea), H. T. Mogridge (Haileybury), W. H. Clarke (Rev. W. R. Phillips, South Lodge, Lowestoft), E. F. Ledward (Haileybury), H. C. Grace (Rev. W. R. Phillips), R. M. D'Ombrian (Mr. Hunter Rodwell, Woodgate, Bexhill); Junior Modern—H. G. Vincent (Rev. F. J. Hall, Northaw), G. S. Walley (Haileybury). C. H. Gidney has been elected to an open classical scholarship at Hertford College, Oxford, and J. H. Mason to a science scholarship at Gonville and Caius College, Cambridge. The following passed into the Royal Military Academy, Woolwich, in August, direct from the school:—G. H. Sugden, F. L. Brown, A. K. Chater, B. J. Bewley, E. H. Clarke, G. S. Oddie (O. H.) was successful in the India and Home Civil Service Examination. We have welcomed this term the Rev. St. J. B. Wynne Willson, of Rugby, who has succeeded to the Mastership of the college. The school was inspected in October, under the Regulations of the Oxford and Cambridge School Examination Board, by Canon Bell, and Messrs. H. W. Eve, E. Barker, and P. V. Bevan, and satisfied the Inspectors.

ISLE OF MAN, KING WILLIAM'S COLLEGE.—The trustees of the late Henry Bloom Noble have handed over £10,000 to the trustees of this college with the condition that they shall found seven £50 scholarships. This generous gift will enable the trustees of the college to complete their scheme for the improvement of the college buildings, which will then rank among the finest to be found in the North of England.

LINCOLN, GIRLS' HIGH SCHOOL.—The prize distribution was held on December 13. The Mayor of Lincoln presided, and the prizes were presented by Lady Mary Turnor. They included two London Matriculation prizes, a Special Oxford Certificate, and Oxford Senior Local Certificates. The Head Mistress, Miss Ashburner, stated that the examination results were the best the school had ever had.

PURLEY, SURREY, WAREHOUSEMEN, CLERKS', AND DRAPERS' SCHOOLS.—Five candidates (boys) took oral French at the Cambridge Examination at Christmas, three Seniors and two Juniors. Debenham Scholarship for Modern Languages (two pupils for a year in Switzerland annually): Edgar C. Tacchi, Florence A. Lewis. The new Head Master, Mr. C. B. Gutteridge, M.A. (Alleyn College, Dulwich), was installed on October 2. Mr. W. G. Livermore has been appointed house master. Natural science has now been introduced into the school curriculum.

RUGBY SCHOOL.—The following are the year's distinctions at Oxford and Cambridge:—H. M. Margoliouth, classical exhibition, Balliol College, Oxford; C. R. Cruwittell and R. W. Evers, classical scholarships, Queen's College, Oxford; H. Podmore, classical exhibition, Trinity College, Oxford; R. C. Brooke, classical scholarship, King's College, Cambridge; C. F. Tatham, classical scholarship,

Clare College, Cambridge; K. H. Scougal and H. F. Russell-Smith, classical scholarship, St. John's College, Cambridge; G. I. Keynes, natural science scholarship, Pembroke College, Cambridge; D. P. Forman, history scholarship, Caius College, Cambridge; G. W. Milroy, history exhibition, Emmanuel College, Cambridge; A. Bowley, mathematical scholarship, Sidney Sussex College, Cambridge; R. W. Macfarlane-Grieve, classical scholarship, University College, Oxford.

SHREWSBURY HIGH SCHOOL FOR GIRLS.—The following distinctions have been gained during the past year:—B. Wace and D. Wale obtained Certificates and two other girls Letters from the Joint Board. At the Royal Drawing Society's Exhibition M. Gough won a silver star and Mr. Ablett's prize, and W. Earl a bronze star. In the examination eighty-eight Honour and forty-two Pass Certificates were obtained, while four girls completed their full Drawing Certificates. In the Examination of the Associated Board twelve girls passed, one with Honours in the Higher Division. The Council's Scholarship was awarded to W. Earl on the results of the School Examination conducted by the Oxford and Cambridge Board. Three girls obtained £20 scholarships awarded by the Salop County Council, two others obtaining qualifying marks, while two obtained minor scholarships, and a third qualifying marks for such. The prize-giving took place in the hall of the school on Friday, December 8. Prof. Dunstan, F.R.S., occupied the chair, and the Countess of Powis distributed the prizes and certificates. In the course of the proceedings the pupils sang some part-songs and carols. At the close Lady Powis acknowledged the thanks accorded to her and expressed a wish, as a memento of the occasion, to send a prize for drawing and another for music for the ensuing year.

WESTMINSTER.—The play this year, the "Adelphi" of Terence, was given on December 14, 18, and 20. Denia and Micio (A. P. Waterfield and R. E. N. Bowen) sustained the two principal characters with *félicité*, and Syrus (R. C. Le Blond) created roars of laughter in the drunken scene. In the Prologue—an excellent piece of polished Latin—the deaths of General Glyn and the Rev. H. L. Thompson are commemorated. By the new laboratories in Great College Street

"Chemicæ

Indagatores exultant scientiæ

Fumumque et fel et verba non innoxia

Miscunt inultu."

The new racquet court—a memorial to Dr. Rutherford—is happily described. The connexion of Westminster with the Battle of Trafalgar is the final topic. The Epilogue is a scene on the Westminster golf links. For characters, we have Admiral Togo, a motorist, a lady swimmer, and a tout for the *Times* Book Club. To non-golfers the allusions are obscure, but all will appreciate

"Nomen 'Mors' dictumst vere, nam morte peremit

Feles tres, pullos quattuor, octo canes.

O monstrum! quid non motoria pectora cogis,

Cursus sacra fames præcipitisque rotæ?"

WINCHESTER COLLEGE.—The Debating Society refused to "deplore the spirit and methods of modern journalism" by 25 to 14. The Greek Prose Medal was awarded to O. B. Wordsworth. The Sixteen Club on November 25 listened to a paper by Mr. F. L. Nicolls on "The Formation of the British National Character." Mr. C. Carus Wilson lectured to the School on November 17 on "Volcanoes and Volcanic Action." O. Wordsworth has been elected to a major scholarship or classics at Trinity, Cambridge; F. P. Robinson has been elected to a £40 scholarship for mathematics at Pembroke, Cambridge. The Shakspeare Society has ended its session by readings of "Coriolanus" and "Much Ado about Nothing." The usual concert took place on December 18, when the chief feature was a performance of selections from "Israel in Egypt." The orchestra performed the overture to Mozart's "Figaro."

WOOLWICH POLYTECHNIC SCHOOL.—Mr. Bevis has obtained the degree of B.Sc. (Lond.), with First Class Honours in Botany. The Christmas Concert took place in the Gymnasium on Wednesday, December 13, and was very successful. The *pièce de résistance* was an operetta entitled "Queen Mab and the Kobolds," which formed the first part of the programme. All the parts were taken by girls, whose singing, acting, pretty dresses, and graceful dancing commended themselves to a crowded audience. The second part of the programme was more miscellaneous. Among its special features were the chorus singing of the boys, the recitations of Miss Adams and Mr. Young, and the violin playing of Mr. Wildfeld. School closed for the holidays on December 15, when the Rector of Woolwich presented the summer holiday prizes to the winners.

WORCESTER HIGH SCHOOL FOR GIRLS.—The senior mathematical mistress, Miss A. A. Woodall, has been appointed Head Mistress of Milton Mount School, Gravesend. Speech Day was November 20: the certificates and prizes were distributed by the Bishop of Worcester (Dr. Yeatman-Briggs), who, in his speech, dwelt on the importance of ideals and of a religious basis in education. The Head Mistress in her speech drew attention to the new training department which has this year been opened in the school.

REVIEWS AND MINOR NOTICES.

"Crown Theological Library."—*The Child and Religion.* Eleven Essays by various writers. Edited by THOMAS STEPHENS, B.A. (6s. Williams & Norgate.)

This collection of essays is one that ought to prove of interest not only to professed teachers and educationalists, but also to the wider circle of parents. The essays deal with the following subjects, and are by the following writers:—(1) *The Child and Heredity*, by Prof. Henry James; (2) *The Child and its Environment*, by C. F. G. Masterman; (3) *The Child's Capacity for Religion*, by Dr. George Trumbull Ladd, of Yale; (4) *The Child and Sin*, by F. R. Tennant; (5) *The Conversion of Children*, by Dr. Cynddylan Jones; (6) *The Religious Training of the Child in the Church of England*, by Canon Hensley Henson; (7) *The Religious Training of Children in the Free Churches*, by Dr. Robert F. Horton; (8) *Baptists and the Children*, by Dr. George Hill, Nottingham; (9) *New Church Training (Swedenborgian)*, by J. J. Thornton; (10) *The Religious Training of Children among the Jews*, by Rabbi A. A. Green; (11) *The Child and the Bible*, by Dr. Joseph Agar Beet.

The problems which are raised in these essays, and to which more or less tentative answers are given, are numerous. Only one or two can be noted here. In the first essay—which seems to us the most valuable in the book—Prof. Jones points out that the varying stress that is laid, now on heredity, now on environment, as if the two were opposed and radically inharmonious, involves hopeless confusion, inconsistency, and impotence in dealing with educational and social problems.

I should like [he says] to question this assumption of the opposition of heredity and environment, or of their alternate sway over human life. The fact is that life in all its activities implies their *interaction*. The child is never under the dominion of one of them to the exclusion of the other; for they signify nothing so long as they are held apart. Except for the environment, his powers would remain potential only, and mere potentiality, whatever it means, is not actuality; and similarly, on the other hand, the mere environment has no significance, and its influence is not real where there are no powers that can utilize it. The entire meaning and power of both lies in their *relation*. They are what they are through mutual implication. (Page 64 f.)

This way of regarding the matter, taken with the writer's view of evolution—which means "what idealistic philosophers have maintained, that it is, namely, a process of levelling upwards, and not of levelling downwards. It does not strip man of his powers, but endows the lower animal creation with the promise of them, asserting that they exist from the first potentially"—and with the acceptance of Weismann's theory of the denial of the transmission of acquired characteristics, leads to the hopeful conclusion that "a community should spend its care upon bringing what is best within it to bear upon the opening powers of its children, even taking upon itself the responsibilities and privileges of parentage when the natural parent by his own vice and folly has abdicated them." As the author remarks, "the only good education of the child comes, as Pythagoras said, 'by making him the citizen of a people with good institutions.'"

The writer of the second essay calls attention to the effect of the changed environment produced by the development of modern city life on the problem of child-education:—

For the first time in history the child is being reared in the perpetual contact of a crowd. Its playground is the crowded street, its home the crowded tenement, its school the gigantic human hive in which it is packed with 900 or 1,600 creatures similar to itself. This is the human element making for unrest. Unrest, resulting in profound mental changes, is to prove the distinguishing mark of the new city race. The result, as all familiar with our town children know, is a forced and premature development. (Page 105.)

The price paid for this in later life is vividly stated by the writer. He also points to "the disintegrating force" which this environment "is continually beating down upon the family life."

The other essays in the volume are mainly concerned with theological questions, viewed especially in relation to the child. Mr. Tennant, in his paper on "The Child and Sin," naturally re-states his well known evolutionary theory of evil in this connexion. Canon Hensley Henson's essay is a notable one, especially for the suggestion that the Free Church Catechism

should be accepted as a standard of religious teaching in all publicly supported primary schools. Apart from this rather startling proposal, the essay is an able and stimulating defence of definite religious teaching in the schools, and will be read with pleasure and profit even by those who differ from its conclusions. Hardly as much can be said of Dr. Horton's discussion ("The Religious Training of Children in the Free Churches"). His criticism of the "Catholic" method seems to rest upon a somewhat insecure foundation. His criticisms would equally apply to the Free Church Catechism "for use in home and school."

Of the last three essays Mr. Thornton's on the Swedenborgian system is rather curious than practically valuable, and Rabbi Green's on the Jewish method is disappointingly slight. Dr. Agar Beet's on "The Child and the Bible" is also disappointing. It is a sort of mild testimonial to the "beauties of the Bible" in paraphrase. Here there was surely room and opportunity for a sketch of a rational method of teaching the Bible to children, which is so badly needed.

The volume, as the editor explains, is in the nature of a pioneer work. Its voices are, to some extent, discordant. But it contains some really valuable discussions, many admirable and luminous suggestions, and is alive with interest throughout.

Other Memories, Old and New. By JOHN KERR, LL.D.

(3s. 6d. Blackwood. 1904.)

Encouraged by the reception accorded to his "Memories Grave and Gay," Dr. John Kerr has devoted a month of evenings to putting into shape another collection of reminiscences, to which he gives the title of "Other Memories, Old and New." Anecdote interspersed with moralizing may be taken as a general description of the matter of the volume. The manner is easy, genial, mellow, perhaps a little "chestnutty"; but that is only what can be expected from memories confessedly old, at least in part. Comparing the beginning with the end of the nineteenth century, Dr. Kerr finds few signs of change more "outstanding"—and outstanding rather for evil than for good—than the enormously wider distribution of newspapers and the constantly increasing production of cheap literature, of which a large proportion is meant merely to kill time, but which, in effect, kills not time only, but "all desire for true literary culture." Which, obviously, is at once a truism and a truth. He remembers the day when a pound of loaf sugar cost 8d. or 10d., when regulation meal-times were one o'clock for dinner, five or six for tea, and nine for supper. And he looks back with affection on the simpler social habits which made the nine o'clock supper the opportunity for "homely rather than ceremonial" hospitality. He remembers also the characteristic methods and manners of the various professors through whose hands he passed in the course of his school and college training, and records typical cases of their dealing with pupils. Noblest among them all stands out the Edinburgh Professor of Biblical Criticism, Dr. Robert Lee—hasty-tempered, but fair—who commanded a pupil to "sit down" for having dared to maintain he was right "after being twice told he was wrong," and next day, when the class met again, asked him to stand up and receive his rebuker's apology:

"I insulted you yesterday publicly in the presence of your fellow-students, and I now as publicly apologize for my rudeness. You were right, and I was wrong. Please come into my room at the end of the hour and let us have a talk." Dr. Lee was thenceforward M.'s hearty friend.

One likes the story of how Dr. Kerr got a mastership in Bury St. Edmunds Grammar School. A friend of Cambridge days, who had got into idle habits and debt serious enough to lead to his being forbidden to take his degree, had wanted the post and believed it could be got in spite of the lacking degree, if some fellow-student of character would write a well considered letter of explanation and apology to the Head Master. Kerr wrote the letter without, however, expecting that any good would come of it. And, in fact, it did not procure the appointment for his friend. But, a year later, when the whole thing was forgotten by him, Kerr received a letter from the same Head Master, offering to himself a mastership at Bury St. Edmunds, and alleging, as his reason for doing so, the good impression made on him by the letter written on behalf of his friend. In less than another year Kerr was appointed Inspector of Schools in Scotland.

From the store of anecdotes bearing on educational phases

we select two, both belonging to the days before the Bill of 1872, a point in chronology on which the writer lays much stress. We are not sure, however, that the defect of intelligence they both illustrate is entirely a thing of the past. The first story is of religious (?) teaching in the old days:

A rapid conversion to orthodoxy is recorded of an old teacher who, in examining his pupils on their knowledge of a very simple manual—"The Mother's Catechism"—asked a boy if God had a beginning. "No," said the boy. "Will He have an end?" "Yes," he replied. This was followed instantly by a buffet on the side of the head. "Will He have an end, noo?" "No," said the boy, and the master was satisfied.

The other story may help some people to understand how it is that so many men and women who have "passed the standards" yet possess so little power of reading with understanding.

The Revised Code of Education which was introduced in 1862 made provision for nothing but reading, writing, and arithmetic in their barest forms. . . . Though its application to Scotland was only tentative and formal, it had unquestionably a deadening effect on intelligence in the hands of a mechanical teacher. I had many proofs of this during the ten years of its existence. Though explanation of the reading lesson was not demanded, it was not neglected in schools of average efficiency. In some it was neglected. The following is an example:—The lesson was one giving an account of a clever dog which had rescued a child from drowning. It was said that the dog was caressed by the parents of the child. I asked what was the meaning of "caressed," and the answer came at once, "Made of fond led." On referring to the list of words at the top of the lesson, I found the explanation given was, "Made of, fond-led." Wishing to find out if any child in the class had got a glimmering of the meaning, I went from top to bottom, and got from every child nothing but "Made of fond led," pronounced as four words, to which they attached no meaning whatever. The teacher was surprised that I was not satisfied with the intelligence of the teaching.

The book closes appropriately with a chapter on "Varying Views of Age" and a modest hope that it will be found readable enough to beguile an idle hour—a hope that surely finds fulfilment.

The Educative Process. By WILLIAM CHANDLER BAGLEY.
(5s. net. Macmillan.)

The view suggested by this writer is that the educative process may be discussed apart from the consideration of the ultimate end of education. "Whatever the ultimate end of education may be, the acquisition, the retention, the organization and the application of experiences are subject to certain uniform laws." The author suggests that the methods underlying the aim of education in a particular school and the aim of Fagin in his training of Oliver Twist will be based on "identical principles." Of course, the aims are different; but the suggestion is that we can in educational study deal with method apart from aims, and Mr. Bagley's purpose is to present general principles valid in any particular case. And yet the writer of this book at once sets himself to consider proposed ethical ends, and apparently accepts the following position:—"The school must fit the individual not for the life of the past, nor for a remote Utopian future, but for the immediate future, the requirements of which can be predicted with reasonable certainty. If it fails to do this, the school cannot justify its existence."

The fundamental question in pedagogy is the relation of experience to education. Our author holds that "education in its broadest sense means just this: acquiring experiences that will serve to modify inherited adjustments." What is the place of the school? Clearly, to control environmental forces operating on the child. School studies represent different aspects of experience by supplying the environment. Accordingly, what is wanted is an analysis of experience in its relation to education. First we have the inquiry into the acquisition of experience through apperception. Here the needs of the organism are seen to determine apperception. Next follows the study of the "functioning of experience." This involves the understanding of habit, judgment, and formation of concepts. Then we must consider the organization of experiences through conceptual judgments and the factors of efficient recall, especially as modified by periods of development in the individual. On the more practical side follows the selection of experiences for educational purposes, and an investigation of educational values. Finally, we are led to the process of the "transmission

(Continued on page 46.)

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On Ten Plays of Shakespeare. By STOPFORD A. BROOKE.
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Though at many points the conception of Ariel is not apart from that which physical science has concerning the finest forms of matter, a scientific correlation does not suit his spiritual nature. . . . As the ethereal forms of matter vibrate between the molecules of the earth and water, so Ariel can live in the seas, &c.

This is neither good physics nor good criticism. Let us end with a sample of Mr. Brooke at his best, taken from the same play. In reference to Prospero's parting speech, "These our actors," &c., he warns us that it is in character, and only a phase of that character.

But Prospero—and, indeed, Shakespeare, if we mix him up with Prospero—was far too sane and too experienced to imagine that life was illusion, or that we were the stuff of dreams, or that sleep ended our little life. No one should quote the passage as an explanation of Shakespeare's theory of life, only as far as "rounded with a sleep." The rest is Prospero's (or Shakespeare's) indication that his picture of the story of humanity arose from the passing weakness of a vexed and weary brain. The philosophy of illusion is the philosophy of tired people—

"Sir, I am vexed;

Bear with my weakness; my old brain is troubled."

After all, he need not have taken the trouble to explain to Ferdinand and Miranda that they were only alive in a dream. The lovers knew better.

Essais de Littérature et de Politique. Par CHARLES SAROLEA.
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This is a remarkable volume in more ways than one. Not only does M. Sarolea show a knowledge of current English thought and politics—this distinction he shares with several foreign critics; but he proves that he can write as good English as French—a far rarer distinction. One of the fourteen essays is in English, and the English is faultless.

Most of the matter lies beyond our province, and we can only indicate the chief subjects treated: Froude as an historian, Saint-Simon and Mirabeau, colonies old and new, Mr. Chamberlain and Mr. A. J. Balfour. There is, besides, one pedagogic essay—on the Indian Civil Service Examination. This is held up as a model for foreigners, especially Frenchmen, and as encouraging high intellectual capacity in all branches of knowledge. We at home are apt to regard the reverse of the medal, to point out how few are the candidates who pass in direct from the University, how marks can be gained and places attained by cramming Roman Law or Political Economy for a fortnight before the examination.

In the study of Froude, which is the longest essay in the book, the paradox is elaborated that partiality is a virtue in the historian—a favourite one with the essayist; for it is twice repeated. In one sense this is, of course, a truism. The style is the man, and the man without preferences is the "god or beast" of Aristotle. On the other hand, we refuse the title of historian to a man who falsifies documents and deliberately ignores or conceals facts which do not square with his hypothesis. To suggest that Froude's "Life of Carlyle" will outlive Carlyle's writings seems to us the height of extravagance.

The essays are undated; but it is clear that they were composed at various times. The character of Mr. Balfour as a statesman—"esprit positif, volonté tenace, convictions fermes, résolutions énergiques; en un mot, homme de foi et de certitude"—reads to-day like mocking irony.

We think, too, that, in the light of a recent trial and of the just published Report, M. Sarolea would be inclined to modify his laudation of King Leopold as a high-souled monarch, and of his countrymen as the disinterested pioneers of civilization.

It is a poor excuse for systematized massacres and mutilations in the Congo in the twentieth century that the Belgians are no worse than Cortez was in Mexico or Warren Hastings in India; and whether or not "the English drove the Boers out of their country with brutality" does not affect the moral question. Lord Rosebery is so near a neighbour of M. Sarolea that he should not have given him two *s's*, as he does *passim*. "Sceptic" is not derived from *σκηπτειν* (*sic*), and Britannia is generally spelt with two *n's*.

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(2) Is well edited, and we have noted no omissions.

(3) Is a capital child's story. *Repartie* and *petits-enfants* are not in the vocabulary, and *aucun* should not be rendered "no."

(4) Two excellent stories, but rather hard. The notes are inadequate; a number of allusions are unexplained. The vocabulary is likewise imperfect. We miss *agonie*, *agoniser*, *décliner*, *différer*, the very words which, from their similarity to the English, are sure to be mis-translated.

(Continued on page 48.)

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"Thus Kershook, the Hiram's-Hammer,
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(Continued on page 50.)

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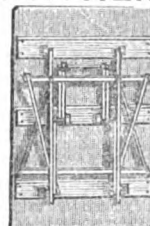
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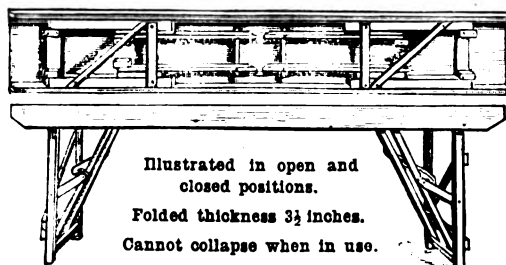
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Prof. Barrett Wendell, who was Clark Lecturer at Cambridge, 1902-3, endeavoured in his lectures "to trace, so far as we may, the processes by which the national temper of England changed during the seventeenth century, when its literature passed from the period of Shakespeare to that of Dryden." To do this he has to deal with many great writers, and the exigencies of time obliged him to deal with them but briefly. But he has never dealt with them superficially, and his book will be a welcome addition to the literature of the Stuart period. Perhaps the best chapter in the book is the one dealing with Puritanism and its influence on life and literature; and, as was to be expected from a New Englander, Prof. Wendell's treatment of the subject is sympathetic and penetrating. The same remark applies to the lectures on Milton, which show enthusiasm based on wide knowledge and comprehension.

The Modern Language Calendar for 1906 (1s. 6d., George Gill & Sons) is a neat wall calendar, with a detachable page for each day of the year. Each day contains a proverb in English, French, and German.

(Continued on page 58.)

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Hazell's Annual attains this year its majority, and the 1906 issue contains more new matter than any previous edition. We note in particular the full text of the Russo-Japanese Peace and of the Anglo-Japanese Treaty. "Le mieux est l'ennemi du bien," and we cannot help noting too that "Education" has been curtailed. Educational journals have disappeared, and under "Literature" only six educational books are mentioned—one a new edition, and a second that should rather be classed under "Psychology." Surely the "Upton Letters" and "Kappa" deserved a line. The selection of "Public Schools" and the space allotted to each are somewhat arbitrary. Christ's Hospital has more lines than Eton, Rugby, and Winchester combined. We look in vain for Consultative Committee, Inspectors of Schools, Local Examinations.

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CORRECTION.—The price of Dent's "New First German Book" is 2s. net—not 4s. 6d., as stated in December.

BOROUGH POLYTECHNIC INSTITUTE.

A LARGE and enthusiastic audience, which included such well known workers as Miss Adler, Miss Eve, Sir Philip Magnus, Mr. W. F. Sheppard, Dr. Walmsley, and Principal Skinner, assembled at the Borough Polytechnic Institute on Monday evening, December 4, on the occasion of the thirteenth annual meeting and distribution of prizes and certificates. The newly appointed Chairman, Mr. Leonard Spicer, begged the sympathy of his audience in the difficult position in which he found himself—that of taking the chair at an annual meeting over which Mr. Eddic Bayley had presided for twelve years. Mr. Spicer said the work of the Institute was going forward with great strides, and he feared that, even allowing for the magnificent additions to the building which had recently been made, the Governors would again be faced with the problem of knowing how to house the students. Although the word "Polytechnic" is associated in many minds with recreation and amusements, the chief work of these institutes lies in an educational and technical direction, £15,000 a year being the least sum upon which the work at the Borough can be carried on at present. Mr. Spicer specially referred to the new trade classes for girls, which turn out competent and skilled workers after a training lasting from eighteen months to two years under a trade expert. The heartiest thanks of the Governors were tendered to those ladies and gentlemen who had spared time to serve on the Advisory Committee which arranged these classes, and to all the teaching staff of the Institute who had followed the splendid lead given by Mr. Millis, the Principal, and Miss Smith, the Lady Superintendent, and loyally supported the Governors in all their undertakings.

Mr. C. T. Millis read the annual report, which disclosed a state of progress upon which the Institute can congratulate itself. The percentage of passes gained in examinations was higher than last year, and the total value of scholarships was £375. Two students received the freedom of the Worshipful Company of Bakers, and three full Technological certificates were awarded to students in plumbing and metal plate work. An experiment is being made in the direction of co-ordination with London County Council evening schools, and several new classes have been started. Satisfactory features of the work of the Institute are the readiness with which intending students ask for and follow advice given as to their courses of study and the increasing number of students who attend for two, three, and four years.

After the certificates, which numbered considerably over five hundred, and the numerous prizes were distributed by Lady Lockyer, Sir Norman Lockyer expressed the pleasure which he felt at being present and testifying to the work that was being done in that part of London. We were now at the beginning of a Renaissance, just as our forefathers were seven or eight hundred years ago, but science now stood in the place of Latin and Greek. He referred to what was being done in this direction in America, South Africa, and Japan.

(Continued on page 60.)

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Et puis c'est un très long cortège de vieilles drapées de bleu et qui tiennent des bols de cuivre. Elles ont surgi de la fente obscure entre deux grands perrons, et les voici qui cheminent, une à une, en file égrenée, tout le long du même degré. Mais elles s'arrêtent à l'angle d'un *ghat* dont le côté plan tombe d'une chute perpendiculaire dans le fleuve, et dressées sur la muraille à pic, avançant le bras au-dessus du vide et retournant d'un même geste leurs cratères, toutes ensemble font leur libation. Après quoi, tout de suite, les voilà reparties, les blanches vieilles femmes, à travers les étendues des gradins, et longtemps via barque suit leur ligne qui passe d'un *ghat* à l'autre, descend jusqu'aux berges de marbre ou de poussière, contourne la crique charbonneuse ou brûlent les feux des morts, remonte, parfois disperse derrière les fouillis des chapelles, mais circulant toujours. Et soudain elles ont trouvé leur issue : toute la blanche théorie s'est enfilée dans la cheminée qui grimpe raide entre deux palais jusqu'à la ville.

Il est plus de dix heures ; toute brume s'est évaporée. Sauf quelques brahmes encore perdus dans l'extase, le grand recueillement sur les marches d'en bas est fini. Finies de même les dévotions aquatiques ; mais sur les degrés le feu du soleil exaspère la vie de la multitude. On dirait que de ce fourmillement qui s'attise sort la chaleur croissante, réverbérée par les perrons, les façades, avec l'insupportable lumière.

Nous venons de nous arrêter devant le plus bruisant de tous ces *ghats*. Jusqu'en haut il bouillonne, celui-là, d'humanité mouvante.

By "EICARG."

And now it is a long procession of old women clad in blue and bearing copper bowls who have emerged from the dark cleft between two high flights of steps and move, one by one, in a long scattered line, all along the same step. But they stop at the corner of a *ghat* whose smooth flank goes sheer down into the stream, and, rising to their full height over the perpendicular wall, stretching their arms out over the abyss, with the same gesture and at the same instant, empty their bowls and pour forth their libation to the sacred stream. Then, at once, they are off again—these white-haired old women—across the flight of steps, and for long my boat follows their line passing from one *ghat* to another, descending to the river banks of stone or dust, skirting the ash-strewn creek where burn the funeral pyres, climbing again, breaking at times their line behind confused groups of little shrines, but ever moving onward. And suddenly they have found their way of exit ; all the long white line is swallowed up in a narrow dark lane which climbs steeply up between two palaces into the town.

It is now past ten ; every trace of haze has vanished. But for some Brahmins still lost in ecstasy, the pious meditation of the worshippers on the lower steps is over. Over, too, the devotions in the water ; but on the steps the sun's fiery rays seem to stimulate the life and activity of the crowd. One might almost imagine that it was from this ever growing swarm that spreads the ever increasing heat, reflected by flights of steps and fronts of walls with intolerable glare.

We have just stopped before the most noisy of all these *ghats*. To the very top it is crowded with one seething mass of moving humanity.

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I must apologize for three misprints, due to a miscarriage of proofs—two of them, *drassés* and *marble*, obvious ; the third, *s'attire* for *s'attise*, misleading. In awarding classes and the prize, due allowance for these was made. The difficulties were mainly verbal, but the few who surmounted all these failed to reproduce the characteristic note of the original—the jottings of a traveller who is describing what passes before his eyes. Let me, by way of example, give first the average version, and then a (comparatively) fair copy of the beginning : "And then there is a very long procession of old women in blue dresses who carry bowls of copper. They have risen from the dark opening between two perrons, and, lo, they are walking, one by one, in single file, all along the same step." "Then comes an endless train of ancient dames in blue draperies, with copper vases in their hands. They emerge from the dark gorge between two flights of stairs, and now they are all crossing the same stair extended in Indian file."

Bol, "vessel" or "vase," rather than "bowl," and the archaic synonym *cratère* may be rendered by "urn" or the Indian word *lotah*. *Egrenee* : the metaphor is from an unthreaded chaplet of beads, and connotes the irregular intervals in the single line. *Ghat* (or *ghaut*), the stairs or landing-place on an Indian river, must, of course, be retained. *Retournant d'un même geste*, "emptying as they raise their arms," was strangely mistranslated. *Après quoi*, "Then straight they are off again, the train of grey old women" ; *blanches* must refer to the hair, and does not contradict the previous *bleu*. *Berges de marbre ou de poussière*, "the river banks of loose earth, or lined with marble" ; "banks of marble or dust" is too bold. *Charbonneuse* : *Litré* only gives the medical sense, but "carbuncular creek" is a *non-sens* ; it may mean that these had the appearance of coal wharves, or simply that they were smoke-begrimed ; "fuliginous" might serve. *Disperse*, "losing itself amid the labyrinth of shrines." *Issue*, "way home." *Cheminée*, in the Alpine sense "gully." *Recueillement*, hardly tackled by any, can only be given by a paraphrase : "the service of silent adoration," "the mystic ritual ; " "aquatic devotions" is grotesque—try "lustral rites." *Exaspère la vie*, "goads and quickens." *On dirait que*, "It is as if this excited human ant-hill generated," &c.

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Commynes est avant tout un homme très intelligent, et c'est presque toute sa définition. Il y a des hommes qui sont nés pour agir, et, selon qu'ils ont du bon sens ou n'en ont point, ce sont des actifs ou des agités. Il y a d'autres hommes qui sont nés pour comprendre, et qui ne se lassent jamais. Ils peuvent être actifs aussi, mais comme en seconde ligne. L'homme d'action se sert de son intelligence pour agir, et l'homme intelligent qui est mêlé à l'action ne se sert guère de l'action que pour comprendre plus de choses. Tel était Commynes. Personne plus que lui n'a contribué à faire l'histoire, en ayant l'air de rester témoin curieux plus qu'acteur. Il devait savoir se dédoubler, s'occuper d'une affaire en la conduisant au but, mais en même temps en l'étudiant pour elle-même, et les hommes qui y étaient mêlés, comme objets très intéressants pour le curieux de choses humaines. Très différent en cela de Saint-Simon, à qui du reste on n'a pas eu tort de le comparer. Saint-Simon, parfaitement incapable d'action, est possédé par la curiosité, et, malgré toute sa pénétration, malgré tout son génie, qui n'est pas ici en cause, reste toujours extérieur aux choses dont il est témoin. Commynes est dedans, à l'intérieur même de ces choses-là ; il y est mêlé intimement, il les fait ; mais il est assez froid pour les observer cependant, et il les observe comme du centre. De là, avec cent fois moins de talent que Saint-Simon, une sûreté, une certitude, une plénitude de sens, un manque merveilleux d'imagination, qui sont des qualités supérieures d'historien.

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AN EXPERIMENT IN HISTORY TEACHING.

By EDWARD ROCKLIFF, S.J.,
Assistant Professor of History, Wimbledon College.

AS these remarks are addressed to those interested in history as an instrument of education, it would be out of place to preface them by any attempt to justify the high educational value set upon this branch of learning or by any explanation of the object to be aimed at in presenting it to the minds of the very young.

The writer came to his work of history teaching with high ideals and great expectations; but, finding it excessively difficult to realize those ideals in practice, he met, no doubt like many another, with early disappointment. He made it his special object—as, indeed, it was his first difficulty—to kindle an interest in the persons and events of bygone days, to drag great men out of the text-book, and clothe them in living flesh, to make the boys really feel that behind the black and white of their synopses these were *real* men, *real* heroes, who actually *did* what was there recorded of them.

This seemed the first object to be attained, and, though literature in its different forms, copies of original documents, monuments, relics, &c., were of considerable use, the results, though fair, were not on the whole satisfying. These things, excellent as they are as far as they go, do not go far enough. They help just where the lesson is most likely to be interesting, and is therefore in least need of help. They serve very well in intensifying the interest of events already interesting in themselves; but, as soon as we come to deal with men whose eminence is due rather to their political opinions than to success in war, as soon as we leave the battle-field, the revolution, the riot, the execution, then at once their value begins to dwindle, and when we come to treat of the characteristics of periods, the growth and decay of national forces, epochs of parliamentary reform, the effects direct and indirect of peace or war on national liberty, social development, the progress of commerce, &c., then their value as stimulants to the interest of *young* boys at least has practically vanished. High as the standard here implied may appear to some when the age of the students in question is taken into account, the writer is of opinion that these ideas *can* be grasped by young boys if put before them in a striking form, and that they *ought* to be put before them, if history is to educate, and not merely to supply the mind with historical facts. Far be it from me to minimize the benefit to be derived from the acquisition of accurate knowledge of historical facts; but these facts, it must be admitted, have the more power in broadening the young mind the more they are looked upon as incidents in the working out of great human forces, as particular verifications of great principles, as punctuating, as it were, great historical periods.

The method, however, by no means confines itself to bringing these larger views into prominence: indeed it has been equally, if not more, useful in fixing an accurate knowledge of historical incidents; but it has this advantage over the ordinary synopsis, that it brings the facts into their proper place, shows the connexions between them, and forms a *visible* nucleus for the miscellaneous information to be gained from the sources referred to above.

To begin with an example. I introduced my present class to the Norman period, by making them draw up a picture, part of which I have reproduced in Fig. 1. Some of the signs and symbols, which are a great feature in the method, I prefer to describe rather than reproduce, because, being likely to appear somewhat fantastic, they might prejudice those who have not seen how effectual they have been in practice, not only to the young student, but even, I may add, to the more advanced. Not being arbitrarily chosen, they are easily understood, and when once understood it is wonderful what an amount of accurate information they are capable of presenting to the boy's eyes in a small space.

At the top of Fig. 1 we see a red* flag at half-mast indicating

* As it has been impossible to reproduce the colours, the illustrations are necessarily less clear. An attempt has been made in some places to supply the defect in other ways. A small R indicates that the words after which it stands should be written in red.

the death of a King or of one of royal blood. Underneath this would be drawn a small red figure, seated on a simply drawn throne, with a line above showing he was the son of Godwin. On the chart of a reign in which the King's near relatives have played a conspicuous part a table indicating the pedigree is arranged over the throne, so that the boy is never at a loss to know who the great actors are. On the right hand of the figure we have the difficulties of Harold's short reign depicted in a way which requires little explanation. Tostig joins Harold Hardrada and sails up the Humber early in September. Edwin and Morcar hurry to the defence of their country, but are defeated at Fulford.

When the boys had carefully reproduced this "chart" they had a very good knowledge of the events leading up to William I's reign, they knew the sequence of events, they did not mix up the two Harolds, they knew the geography exactly; and, moreover, any other information they may pick up they will connect with this picture, and thus have it well ordered and in a fixed place in their minds. How much more eloquent is all this than the abstract terms of the text-book!

The "charts" are drawn up on long pieces of unruled paper, and only on one side of it; they are arranged chronologically.

As all the events of the reign are either indicated by striking representative signs, or expressed in a form absolutely concrete,

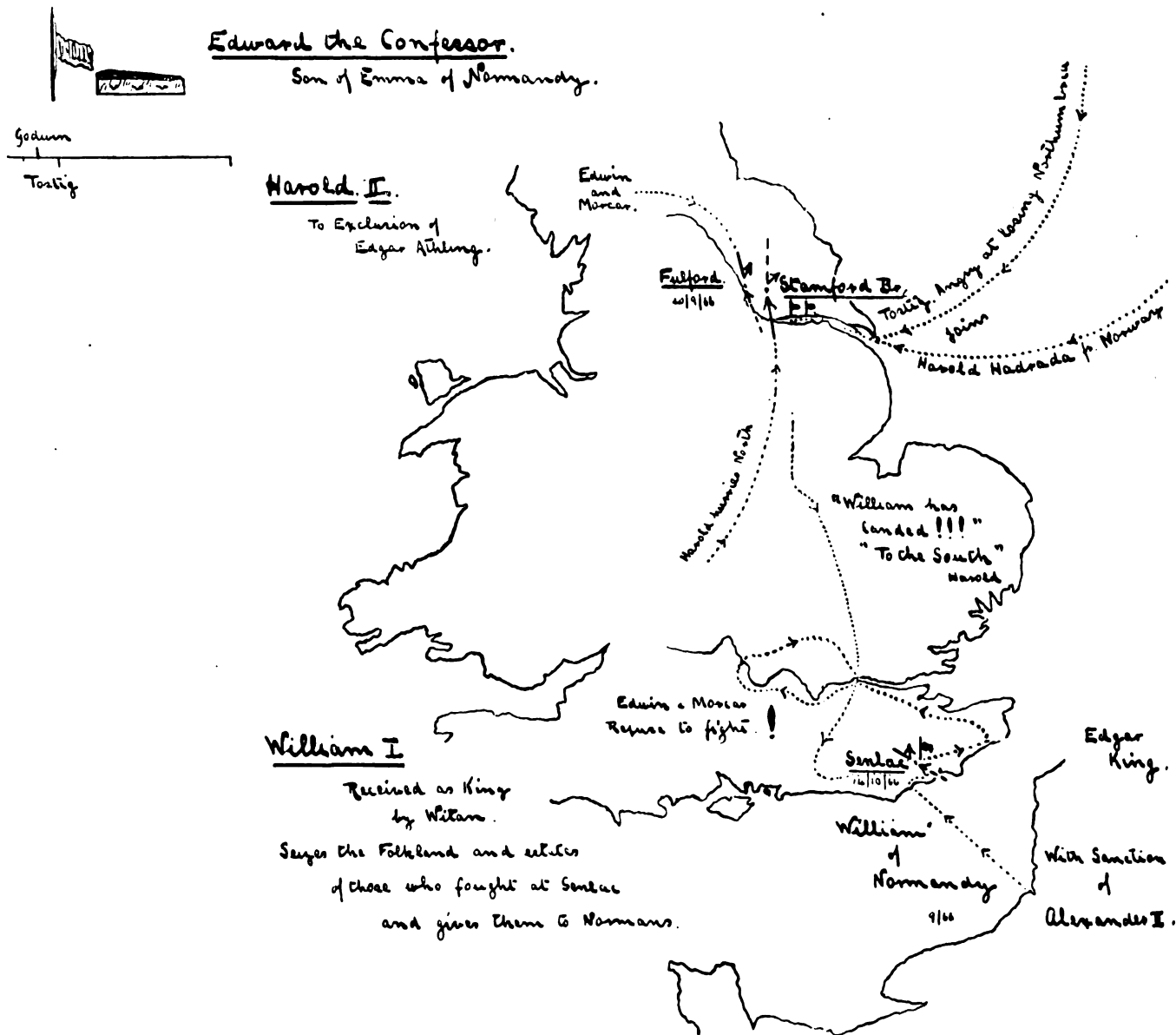


FIG. 1.

This defeat is shown by their arrow (red) being bent. Harold hurries north, meets the enemy at Stamford Bridge, and, as we see from the condition of the enemy's arrow, is victorious. The two small flags at half mast show that the two leaders of the enemy, Harold and Tostig, were killed on the field. The indication of the months shows how well chosen was the time of the enemy's attack, the greater part of Harold's army having been called off home for the crops. At the bottom of the figure we have the great battle, the death of Harold, the march of the Conqueror on Dover, then round by Southwark, Wallingford, and Berkhamstead, and finally to London.

Then in a conspicuous position would be drawn another and more imposing throne, with a figure representing William I.

the boy can see the whole reign at a glance without turning over any pages, and with very little reading. Moreover, he can scarcely fail to see at once the main features of the years he is studying. As the hostile arrows are always set on a small traced map of the surrounding country, he sees, for instance, that such a reign was taken up with war abroad, and concurrently he may see Parliament demanding redress of grievances, just in proportion to the money the King is forced to ask for: e.g.,

"? Money for the War." (R) "Confirm the Charter."
"I must have money!" (R) "Ministers responsible to nation."

or he may see the kingdom distracted by Civil War, with the evils following in its wake. He sees this King keen on legal

reform, and that keen on conquest. He sees similar causes producing similar effects, and he may be made to infer important principles.

It is important to notice that contemporaneous events are set *side by side* on the chart, an arrangement which is next to impossible in the text-book, and not usually followed in synopses, though it is in almost all cases highly desirable. Thus, in the chart of Edward III.'s reign, *side by side* with the map representing the Crécy campaign and the subsequent siege of Calais, there is a map showing the attempted invasion of the Scots and its disastrous result at Neville's Cross.

As to the symbols referred to above, though each teacher will find little difficulty in inventing them for himself, it will not be

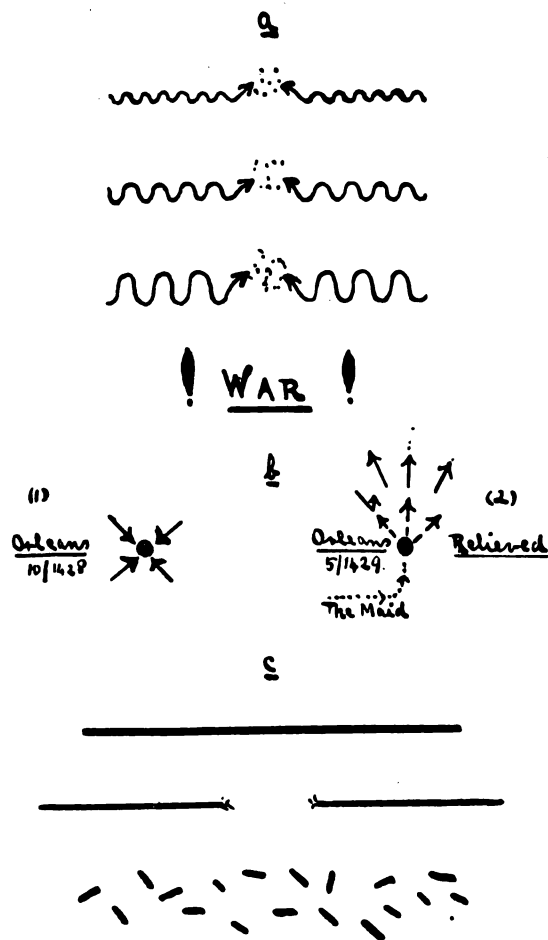


Fig. 2.

out of place to describe one or two of those which have proved most useful.

Of the use of different coloured arrows for illustrating battles nothing more need be said except that the magnitude of the defeat can be indicated by the size of the angle at which the arrow has been bent. Irritation or rivalry may be well represented as in Fig. 2a. Looking down a chart, one may see the curves become more and more threatening until a climax is reached, in the form of war, assassination, execution, or reconciliation. A treaty or truce may be written in the colours of the contending parties. A red line under a figure or name indicates a King's man. His displacement, violent or otherwise, may be shown by representing him as standing off the red line, or falling off it, or being forcibly cast from it, according to the circumstances, while another is represented as taking the vacated position. A siege may be represented as in *b*(1). Notice how strikingly the influence of the Maid of Orléans is thus brought out *b*(2). A straight line we take to illustrate a Parliament. The work of the particular Parliament is written underneath. The line may be broken in two to show Parliament divided against itself, or it may be separated into small pieces to represent an important dissolution. It will be evident how easy it thus becomes to follow the history of Parliament in a given period. Gibbets,

blocks and axes, guns, swords, coffins, flags, danger-signals, bishops' mitres, crosiers, notes of exclamation and interrogation, can with a little ingenuity be made wonderfully eloquent.

The example given above will not, I fear, illustrate one point claimed for the method at the beginning—namely, that it stimulates interest in incidents which usually make little appeal to the mind of a young boy. It is hard to find an illustration which is at the same time easy of reproduction and sufficiently brief for insertion here. A fair judgment on this point can scarcely be formed without a brief examination of one or two *whole* charts. The following examples may, however, to some extent tend to supply the deficiency, as well as illustrate the way in which historic incidents may be made real by being expressed in a concrete manner. Instead of reading in his text-book: "Lancaster, Warwick, and Hereford, exasperated by the insolence of Gaveston, determined to undermine his influence and destroy him once and for all," &c., the boy, having watched the progress of the quarrel down his chart, will come to something like this:

"! Down with this fellow !"
He shall not live

Lancaster
Warwick
Hereford

A little map on the right would show, by means of the arrows, the result of the fight at Scarborough, and an axe and block at Blacklow Hill would be none the less expressive.

Again, will not a boy get a far better grasp of the causes of the renewal of the French War in 1414 if he finds them put somewhat as follows?—

(? Shall I to war with France?

'Twould distract attention from affairs at home.

My nobles tire of peace, my merchants want new markets.

'Twould give employment to my unruly subjects.) (R.)

"The Crown of France is mine." (R.)

"To Crown of France you have no shadow of a claim."

! WAR !

One more example. Charles V. of France summons the Black Prince to answer the charge of excessive taxation.

"You must come to Paris, Sir, and answer for this conduct."
Ch. v.

WAR
RENEWED,
1369

"We will go to Paris; but it shall be with helmet on head and 60,000 men." B.P.
(R.)

Let me make one more extract from a chart which the boys have just completed. The picture (Fig. 3) has been somewhat reduced in size, and this has necessitated certain unimportant omissions; but, puzzling as it may appear to those unacquainted with the signs, a few words will, I think, suffice to make it plain. Just as Henry V. was about to set out for France, a dangerous plot was discovered. The blocks and axes on the right sufficiently indicate the severity of the punishment meted out to the ringleaders before the King left Southampton. Following the red dotted line over the Channel, we are led to a bold red arrow threatening Harfleur. The defeat of the French and the capture of the town are shown by the blue arrow being bent, and the position of the English flag.

In spite of his enormous losses, the King, repudiating the suggestion that he should return home, makes his way through Normandy, and endeavours to cross the Somme, as Edward had done some seventy years before. The blue arrow shows that the French are in force at Blanchetague. They have so guarded all the fords and bridges that the English march as far as Bethencourt before effecting a crossing. The result of the attempt of the French to block the road to Calais is sufficiently shown by the condition of their arrow. The number of the killed is given alongside the small flags at half-mast.

The joy of the English people at home when the news of Agincourt reached them would be represented by a number of simply drawn figures in attitudes expressive of high spirits. A little lower down, on the left, we come across a Parliament. That it was well pleased with the King is evident from its generosity. Moving a little to the right we see, just by Paris, two peculiar arrows, the meaning of which has been explained in Fig. 2. They are both of the same colour, and represent, of course, the Armagnacs and the Burgundians. The boys have been watching these arrows throughout their charts of Henry IV. and his son. Their shape at the present time sug-

gests that the climax has come, and that the hostile parties are ready to spring on one another in deadliest enmity. The alliance between Burgundy and the English would be made striking to the eye by being written with the alternate letters red and blue. The rest of the figure needs no explanation. The splendid campaign ending in the fall of Rouen, the ungenerous murder of Blanchard, the great Conference at Montreuil resulting in the murder of Burgundy, the disgust of Philip and Isabella leading to the treaty of Troyes—all are recorded in a manner which, while appealing to the imagination, is calculated to give a sound knowledge of the historic events, and at the same time is eminently suggestive of their causes and results. It may be objected that the reproduction of such a figure must take up a great deal of the boy's time.

may be varied by assigning different parts to different boys: *a*, the King, for instance; *b*, the Church; *c*, France, &c., &c. He is made to write accounts of reigns or periods from the chart, translating the signs and symbols into ordinary language. Questions are put, the answers to which, though contained implicitly on his chart, have to be deduced by the boy himself. When a campaign is being studied the boy is made to depict the operations with coloured chalks, on a large blank map.*

The teacher must not think that his task is finished when the charts are done. These latter should be finished in the first half of each term, and the second half should be spent in the important work of explaining, illustrating, and expanding what has been depicted in brief.

It is hardly necessary to add that the boys should be made



FIG. 3.

This cannot be denied. In reply I can only venture to predict that the teacher will be surprised at the amount of knowledge gained by his pupil in the mere reproduction of his chart, and will be ready to admit that in the long run much time has been saved. From the description here attempted the reader can hardly be expected to gather anything more than the main outlines of the experiment. For anything beyond this he would have to study a number of complete charts for himself, and further see how work is carried on in the schoolroom when the charts are completed. The difficulty of reproduction prevents me from supplying the former defect, and but few words must suffice for the latter. The boy is made to give a full account of the reign, first with his chart before him, then without it. This

quite familiar with the literature of the reign, either by private reading or by hearing it read in the class-room. This, however, should be insisted on, that during all explanation or illustration or reading their charts should be open before them. Little difficulty, it may be added, has been experienced in dictating the charts in rough to a class of twenty boys. The position of maps, &c., as they are to be reproduced, can easily be indicated on the blackboard.

By these means the history lesson has acquired quite a special interest, which the writer is inclined to look upon as the

* For an easy way of making such maps see a letter of Rev. E. King, S.J., *School World*, March, 1905.

greatest achievement of the method. It has turned abstract terms into concrete fact perceptible to the eye, it has ensured a knowledge of the geography connected with the period, and also brought into prominence the connexion between geography and history; it has made more intelligible social and political questions of comparative difficulty, and in general has tended to produce that larger view of history which makes it useful as a means of culture. This has been accomplished in a manner so attractive to the boys that it has been a difficulty to restrain the majority of them from devoting to this work too large a portion of their free time. In conclusion, let it be said that it would be quite alien to the writer's purpose, and indeed he has no wish, to claim originality for the experiment here described. Though he is not conscious of having heard of its being used anywhere else, it seems almost impossible that others should not have made use of a means so simple. He has put it before the reader in this particular form because it is in this form that he has found it so useful, and he was desirous of suggesting to others engaged in the teaching of a difficult subject a means which has been so beneficial to himself.

THE MODERN LANGUAGE ASSOCIATION.

THE Annual General Meeting of this Association was held at University College, London, on Thursday and Friday, December 21 and 22, 1905.

FIRST DAY.

The proceedings began at 11 a.m., the President, Mr. T. H. WARREN, President of Magdalen College, Oxford, occupying the chair.

Assistance (the Interchange of Teachers).

Dr. HEATH said that he had been asked by the Committee to say a few words in explanation of the scheme which had been agreed upon between the Governments of France and of Prussia and of this country with regard to what he might call the loan of modern language teachers. He was very glad of the opportunity of doing so, if only because he hoped that the united wit of the Association might succeed in discovering a suitable portmanteau word to explain shortly what he was about to explain at length. Some time ago the French Government approached the Board of Education, asking whether that Board would be prepared to help in an arrangement by which intended or actual modern language teachers might be nominated for positions in the French *lycées* and *collèges*, and they asked that in return the Board of Education should bring the proposal before the head masters in England with a view to their throwing open their schools in the same way to French teachers. The proposal was the outcome of a very important change which was made in France about four years ago in the system of modern language teaching. The French Minister had come to the conclusion that a great deal more attention ought to be given to what was called the "direct" method of teaching foreign languages and to the handling of them as living speech. He felt it important that the teachers during the years of their teaching should remain at concert pitch, and have every opportunity of keeping their pronunciation pure and studying delicacies of idiom. The best way of obtaining this result seemed to be the paying of frequent visits to the foreign country, and having on the staff of the school well educated young teachers from the country whose language was being dealt with. Incidentally, the scheme would have the advantage of helping big boys to speak the foreign language with a native; but the Minister thought that it would be a mistake to throw upon the foreigner the duties of class-teaching. It was, therefore, proposed that the English teachers going to France should only take a small group of boys in conversation, without having any responsibility for discipline, and that the average amount of teaching entrusted to the foreign teacher should not exceed two hours a day. It was proposed that, in return, the foreign teacher should receive free board and lodging, having the rest of his time available for his own studies and for intercourse with the professors of the *lycées*. Stress was laid upon the advantage to the pupils. He had been told by head masters—and he was glad to hear it—that their staff of modern language teachers was so competent that they could learn nothing from the presence in their midst of a highly educated young man just fresh from the University, who could discuss possible difficulties with them, and that their command of the foreign language was so perfect that the pupils could learn it as well from them as they could from a native. But that view was not one which, on the whole, commended itself to head masters in England, and a very considerable amount of support was now being given to the scheme by English head masters and head mistresses. When the Board of Education agreed with the French Minister to help forward the scheme, they confined themselves at first to bringing it

privately before those head masters who would be likely to make the experiment. This was the reason why only a comparatively small number of foreign masters had been placed in English schools, whereas over fifty English teachers had been placed in schools by foreigners. The Board of Education had issued a circular to their Inspectorate upon this matter, and the subject had been brought before the Local Education Authorities, and there was every prospect that from the beginning of the next school year a relatively large number of schools would appoint either French or German teachers on a plan parallel to that which he had explained with regard to English teachers in France. The head mistresses had taken up the scheme far more enthusiastically than the men. The proposal made by the French Minister had been repeated by the Prussian Minister to this country, who had approached the Board of Education, with the result that a similar agreement had been made between England and Prussia. The English schools had been able to supply as many teachers as had been asked for, but they had not had an opportunity of finding places for young German teachers, and he was afraid that the progress in German was likely to be slower than the progress in French. There was no doubt that, on the whole, the qualifications of the men and women teachers who had been sent to France had been very satisfactory. The standard required by the French Government for a modern language teacher in a *lycée* was considerably higher than in secondary schools in this country. No man was in the least likely to obtain an engagement in France without a mastery of the French language, which was very rare among Englishmen. The qualifications of the men that England was sending over were more obviously related to the teaching of modern languages than was the case with young men coming to England. Young and energetic modern language teachers were using the opportunities afforded by the scheme as a means of improving their command of the literature and the spoken language and ways of modern France; but this would not be sufficient by itself for raising the standard of modern language teaching in this country to what it ought to be, although it was a help in that direction. This needed to be carefully borne in mind. There was one other matter which it was worth while to call attention to. We had in England a very much larger number of day schools than there were in France, and consequently, if a day school desired to have one of the foreign teachers on its staff, it was necessary for it to do something by way of providing a substitute for the board and lodging which the French Government or the Prussian Government offered; and after mature consideration the Board of Education had estimated the value of the board and lodging at, roughly, from £65 to £70 a year, and in this matter no distinction was made with regard to sexes. He had heard it said that this was a very grave mistake, because for very little more than the £70 they could obtain an English University woman who would give the whole of her time. The Board of Education believed that the sum he had mentioned represented a bare subsistence allowance, and that that was the least that could be offered for the two hours' services. There were many ways in which the work of the foreign teacher could be made useful in all schools, but experiments had shown that the two hours' work would be most useful if it was done outside the ordinary time table of the school, rather than within it. At a school which he knew part of the time was spent by the foreign teacher with the pupils during the luncheon hour. At other schools a great deal of use was made of the playground and the playing field. These places offered opportunities of very great value for free intercourse. There was much gain in taking the conversation class in the open air. The number of topics of conversation would be greater than they would be in a schoolroom. The foreign teacher could also be made useful in giving dictation and in the reading of selected passages from good authors. If the scheme was widely used, it might improve the standard of modern language teaching in two ways: first, by getting the young teachers at the beginning of their career into close touch with the life and ways of foreign countries under conditions which threw but a small burden upon their purses; and, secondly, by helping modern language teachers who are in the middle of their work in England to come into touch with the newest, youngest, freshest, and brightest thought of the foreign country.

The PRESIDENT informed the meeting that a very distinguished professor, whom he might call an ambassador from France in this matter, was present. It was M. Garnier, the representative of the Société des Professeurs des Langues Vivantes. Dr. Heath, who had addressed the meeting, was a very old friend of the Association, and needed no introduction; but he (the President) would like to recall to the recollection of the members the very important position which Dr. Heath occupied and the authority with which he spoke. They all knew that Dr. Heath succeeded the eminent gentleman who held the office which he (the President) now held—Dr. Sadler, the President of last year. Dr. Heath succeeded Dr. Sadler as the Director of Special Enquiries for the Board of Education, and from a semi-inside position with regard to the Board he (the President) was able to speak as to the value of Dr. Heath's work. It was very good of Dr. Heath to come to the meeting at that early hour to give them so much assistance.

Mr. W. L. PAINE, of Oundle School, gave a highly realistic narration of his experiences as an assistant at the Amiens *Lycee*. His main complaint—and it is a serious one, that must be remedied—was that he

lived and boarded with the *surveillants*. He describes these youths as good fellows at bottom, but wholly unrefined, with manners none and customs beastly. "My table companions conducted most of their conversation in a slang that was for months unintelligible to me. I came at length to understand it from mere force of contact, and that much to my disgust. To put it mildly, *l'esprit gaulois* was prominent. But why should I put it mildly? That conversation would have brought a blush to the cheek of Petronius; and, as one had to eat to live, there was no getting away from it." His second complaint is the dirt and discomfort both of the refectory and of the small room assigned to him in the *surveillants'* passage in which he slept, worked, and had his being. Of the professors he saw nothing (except of one, a fellow-countryman) and his conversation with them was limited to the ten minutes' interval. He remarks somewhat bitterly that on the eve of his departure, after a year's residence, he received no less than five invitations to dinner. This is the seamy side which is emphasized; but of the essentials of the system his report is altogether favourable. He found his French pupils docile and well behaved. He made friends among their parents. He had ample time for private study, and followed with profit the course of a brilliant *Professeur de Philosophie*. And against his comic description of the German assistant who bolted after a day's trial we may set the glowing panegyric of the French assistant in an English school.

Mr. W. G. LIPSCOMB, Bolton Grammar School, gave a full account of a year's experience of the French Assistance Scheme. One young Frenchman had been at Bolton from January last to July, and another had joined them last September. He believed that the Frenchman to whom Mr. Paine had referred was his assistant, and he was delighted that to one of the parties the arrangement had been wholly satisfactory. It was too early for him to report of the results, but he had no doubt that his best boys had profited. To join the conversation class was held out as a privilege, and in only one case out of forty had he seen occasion to withdraw the privilege. The function of the assistant, as he had ventured to expound it to him, was to interest boys in all that concerned France, to make them appreciate and respect the country. This he could only do by himself entering into their daily life, their games, and home interests. He must make friends of the boys. It was a great drawback that boys had to be withdrawn from their regular class work, and he held that the assistant should be employed as a sort of *répétiteur*, to give wholly or partially lessons in the presence of the form master, to read and give dictation, &c. He had heard such a lesson—an account of a great fire at Bolton—given by the Frenchman and reproduced by the pupils. The results were most creditable. In conclusion, he considered it a radical mistake to limit the time given to two hours a day. This was inadequate for the pupils, and with the assistants only led to loafing. Three distinguished leaders of the reform method had begun as full masters in English schools, and all three had found ample time to pursue their scientific studies.

M. GARNIER, representative of the Société des Professeurs des Langues Vivantes, said that he had learned a great deal from what Mr. Paine had said as to his experiences at the school in France, and he should take advantage of the facts which Mr. Paine had stated. The scheme was quite an experiment in France, and there was a great deal to be done to improve it. The "assistant" was a kind of individual whom he had never known personally. He thought that it would be fair that more facts should be brought forward as to the working of the scheme, so that what Mr. Paine had said should not be extended to the whole of the French Universities and *collèges*. Mr. Paine had been placed in that new kind of *lycée* in which there was a sort of home rule, and especially home rule with reference to financial matters. The scheme was an entirely new departure in the French Universities. Under the old *régime* everything in the way of management was done for the head masters and by the central power—that is, by the State or municipality. Under the new system head masters did not live with the boys and did not sleep on the premises. This kind of school work was done by the *surveillants d'internat*. These were not schoolmasters, but very ordinary kind of people, because they had simply to do with material matters and keeping watch over the boys. He was entirely against this new method in France, and he thanked Mr. Paine for his testimony. It would be a very strong argument for him to use with the *Inspecteur-Général* in fighting against the new kind of institution. It would have been worth his while to come to London, if only to obtain the testimony which Mr. Paine had given with regard to *lycée* life and *collège* life in France.

Dr. HEATH, replying to Mr. Paine's remarks, said that no good thing was ever done without difficulty. It was of the utmost importance that people should get the right perspective with regard to this matter. M. Garnier had given valuable information about the change of system which had taken place. The difference was due to the fact that the *répétiteur* had been released from certain duties, and this compelled the French Government to give the discipline of the institutions to officers of a new rank, and these men were not of the social and academic position of the old *répétiteur*. The *surveillants* undoubtedly had shortcomings, and they had not had any great experience of the work. They would require a little time to understand

the duties which they had to perform, and they undoubtedly failed to appreciate the standing of the men who had been sent from England to France. He could assure the meeting that in no single case in which he had received a complaint and had sent it on to the French Ministers had they hesitated to deal with it without delay and to put the matter right. On more than one occasion they had sent an *Inspecteur-Général* to look into the matter, and they had acted with the utmost promptness, a promptness which he felt certain would not have been shown in this country. One fact which it was of no use to blink was that life in France was very much simpler and conducted upon harder lines than it was in England. He would say quite frankly that in his eyes it was not a disadvantage that young University men should have some hardships to undergo. Hardship was a very good thing for them all. He quite agreed that men need not be expected to suffer from dirt, but dirt was one of the easiest things to get rid of. He did not think that he had had a single complaint from any English lady who had gone to France. He wished to give one word of practical advice. If there was anything wrong in a *lycée* or a *collège*, let the one who had to complain go at once to the *proviseur* without taking any intermediate steps.

Miss LAWRENCE asked whether, generally speaking, many English schools would be able to give £60 or £70 a year to French teachers coming to England.

Dr. HEATH said that a large number of English schools had adopted the scheme. At boarding schools the actual expenditure would not come to much. As to day schools, it was not expected that they should actually pay the money to the foreign teacher. What was intended was that they should make arrangements for their board and lodging.

Prof. SCHÜDDERKOPF said that some of the students from his University had been to France, and some of them had returned, and he had had an opportunity of discussing with two who returned last summer their experience of French life, and of seeing the progress which they had made. The opinion of both those students was extremely favourable. They were very well treated by the authorities of the *lycée*, and were not overworked. They had plenty of opportunities of studying, and both were situated at towns in which were Universities. Both those students were now in Germany, and he had had letters from them in which they stated that they were quite as content there as they had been in France. It was of very great importance that it should be arranged that the students who went to French or German towns should go to towns in which were Universities.

Harmony.

M. W. L. BRANDIN, Professor in the University of London, gave a discourse in French on "L'Harmonie du Vers Français."

The PRESIDENT said that he was sure that he should be expressing the sentiments of all the members if he thanked M. Brandin for the very eloquent and artistic and suggestive lecture which he had delivered. He congratulated the University of London on possessing a professor who could give lectures with so much grace and so much good sense.

The proceedings were suspended for a short time and resumed at 3 o'clock.

Report.

The Report of the Council was laid before the meeting by the SECRETARY.

There has been a marked growth in the membership of the Association. The present number is 567. The return visit of the French professors which should have taken place last Easter was unavoidably postponed, but arrangements are being made for holding it next year. Mr. R. H. Allpress, of the City of London School, succeeds Mr. Payen Payne as Treasurer, and Mr. W. Osborne Brigstocke succeeds Dr. Edwards as Honorary Secretary. Mr. A. C. Benson has accepted the Presidency for 1906. There is a balance at the bank of £95. 9s. 3d.

The HON. TREASURER presented his report for the year.

Prof. RIPPMMANN, editor of *Modern Language Teaching*, reported that that magazine was going on well. He invited suggestions from members of the Association.

Mr. STORR moved a vote of thanks to Prof. J. G. Robertson, editor of the *Modern Language Review*, and to Prof. Rippmann, editor of *Modern Language Teaching*, for their services in connexion with those publications. He thought that it was a wise thing for the former magazine of the Association to bifurcate and spread into two publications. While the *Modern Language Quarterly* existed the editors did as far as possible combine the two somewhat distinct features of an organ of learned research and an organ of pedagogics, but those two things must necessarily appeal to somewhat different classes of persons. The Association owed a great debt of gratitude to both editors.

Mr. CLOUDESLEY BRERETON suggested that all notices of books which appeared in the publications should be signed by the writers, instead of being left as if written by the editors.

The vote of thanks was seconded by Mr. NORMAN, and carried unanimously.

President's Address.

The PRESIDENT (Mr. T. H. Warren) then delivered his address. He said:

Ancient and Modern Classics as Instruments of Education.

Cardinal Newman in a well known passage in the "Grammar of Assent" speaks of the power over the mind of the ancient classics. "Lines," he says, "the birth of some chance morning or evening at an Ionian festival or among the Sabine hills, have lasted generation after generation for thousands of years with a power over the mind and a charm which the current literature of to-day, with all its obvious advantages, is utterly unable to reveal." Matthew Arnold again speaks of the influence of the ancients upon the mind producing a steadying and composing effect upon our judgment, not of literary work alone, but of men and events in general. "Those," he says, "who are familiar with them are like persons who have a weighty and expressive experience." "They are more truly under the empire of facts than others, and more independent of the language current among those with whom they live." His father, Dr. Arnold, speaks no less strongly of the great variety of political and moral lessons to be derived from the ancient classics. Rousseau, commonly counted the most independent and revolutionary of modern thinkers, still in making his famous return to Nature returns largely to Plato. Mr. Frederick Myers in an eloquent passage claims for the Greek language and especially for that of Homer pre-eminence over all languages and literatures. Can modern classics be expected to teach the same or similar moral and mental lessons as the ancient have so long supplied? The question is one of pressing and present importance. The ancient classics are losing their general hold over education, and it is largely to the modern that we must look for training in culture and more moral and mental elevation. It would seem that no one modern literature at present is so rich in examples of every style as are the Greek and Latin literatures, which may be said to form a single whole, or, at any rate, are like the Sun and Moon illuminating the World with a common light. Greek literature offers specimens of almost every kind of writing and great examples. If anything is wanting, it is supplied by Rome. To find parallels to these we have to go not to one modern literature alone, but to all.

The ancient classics again, like the ancient heroes, have the advantage of simplicity, of being detached from petty detail and freed from the association of ecclesiastical or political prejudice. They thus supply a fixed and common standard. Some few of the greatest of the moderns, such as Dante, Shakespeare, Molière, and Goethe, have the same fixity, but even they, if they add to the world of the ancient, do not replace it. The fact is that the ideal culture wants both; yet the modern literatures have many natural advantages. They are more easily apprehended, and they come home more to the modern mind. We should recognize that the great modern writers are classic, and for the same reason that the ancient are classic—not because they are old, but, as Sainte Beuve and Goethe agree, because they are excellent, "energetic, fresh, and lively." We should then in education make use of them; only we should use the best parts and authors, and use them in the same kind of way. We should have as high a standard of scholarship. We should not merely employ the more fleeting and feeble authors, but those who would really elevate and instruct the mind. The conclusion is that those who wish to give their lives to literature should study both, and that the teachers of the modern languages should, if possible, be acquainted also with both, or at any rate should have the same ideal and be able to give to their pupils the same kind of discipline and culture and inspiration for the human soul which is necessary to it, and which education and mathematics and physical science alone, valuable and important as they are, cannot give.

Prof. BRKUL, in moving a vote of thanks to the President of the Association for his address, said he wished at the same time to thank the President of Magdalen for his strenuous endeavours to further the scholarly study of modern languages at the older Universities. The aim of his address had been to point out that there was no breach of continuity between the classics and modern languages, and that both would gain by a study of both.

Dr. HEATH seconded the vote, which was carried by acclamation.

The PRESIDENT, in reply, said that he valued exceedingly the opportunity of being present, and he highly appreciated the honour which the Association had done him in asking him to be President. If he could do anything to advance the interests of the Modern Language Association, he should be glad to do so. He was aware that in his address he had been led away by his great love for the classics; for that was a feeling which always revived when he thought about that subject. He doubted not that, if the past had been great and glorious, the future would be equally so if scholars would only hold the highest standards constantly before them.

Election of a General Committee.

The meeting then proceeded to the election of members to serve on the Grand Committee, and voting papers were distributed. Mr. STORR requested the members to add the name of Dr. Schüddekopf to the papers, it having been accidentally omitted.

At a later period of the meeting it was announced that the following members had been elected:—H. G. Atkins, M.A., King's College, London; Henry Bradley, M.A., Clarendon Press, Oxford; H. G.

Fiedler, Ph.D., Birmingham and Oxford; F. B. Kirkman, B.A., London; W. G. Lipscomb, M.A., Head Master, Bolton Grammar School; C. H. Parry, M.A., The Charterhouse, Godalming; G. C. Moore Smith, University College, Sheffield; D. L. Savory, Goldsmiths' College, New Cross; A. A. Somerville, Eton College; A. E. Twentyman, Board of Education Library; Dr. Schüddekopf, D.D.

Use and Abuse of Conversation.

Mr. F. B. KIRKMAN summed up the letters published in *Modern Language Teaching* on "The Use and Abuse of Conversation in Modern Language Instruction." He said that, as the letters occupied thirty-four full pages and were from ten different writers, he hoped that he should not be expected to do more than try to make clear the various issues which were involved in the correspondence. The questions were: "What are the complaints against the use of conversation in modern language instruction—are they justified?" and "What is the proper place of conversation in modern language instruction regarded as part of a general education?" The definition that was given for the purpose of the discussion was that conversation was the use of the spoken foreign language. Dealing with the last question first, he would make a distinction which was made by the first contributor to the discussion, Mr. Longsdon—the distinction between end and means. Modern language teachers had got into difficulties by losing sight of that distinction. Conversation was of secondary importance as an end, but it had its value in preparing a way for the technical institute. It was the business of general education to prepare the groundwork for certain specialized subjects, and the ability to read a foreign language unlocked the literary treasure-house of the foreign nation to which the language belonged. But as a means or method of instruction conversation was of supreme importance. For a moderate facility in the use of a language two things were essential—namely, a rich vocabulary and a good store of idioms, and familiarity with inflexion and construction. It seemed to him that the oral method had a supreme value as a means to this end, because it gave a maximum of practice in a minimum of time, and it also taught spelling. The reformed method had shown that it was capable of being applied in the teaching of grammar. The object of teaching grammar was to put the pupil at any given moment in a position to use an inflexion or a construction without conscious effort and without having to think of a rule or an exception. The oral method was the only one which would succeed in doing this. The object of the old method was to turn out grammarians, and he was bound to say that it succeeded; for he believed that many English schoolboys knew more of the intricacies of French grammar than some eminent French professors who taught their own language in their own country. A second advantage of the oral method was that it bound the foreign word directly to its meaning. They all knew that some amount of mental translation was unavoidable, and they also admitted that translation had a legitimate place as a means of making clear the meaning of words. What they had to avoid was allowing translation to become an habitual practice. He did not associate himself with his friend Mr. Storr in his enthusiasm for the good old-fashioned method of construing; for he believed that that was one of the relics of Mr. Storr's unregenerate youth. His answer, then, to the question as to the proper place of conversation was that conversation was of secondary importance as an end in itself, but that it was of supreme importance as a means to the end, the power to read the spoken language. This naturally brought him to the question of the complaints which were made against the reformed method. He did not think that anybody would dispute that a great deal of the work was disgracefully slipshod; but the reason was that they had not found out the way of using the oral method sufficiently and systematically. He also questioned whether candidates who had started with the reformed method from the beginning had ever been sent to the examinations in any large quantity. He did not mind prophesying that a great deal of the slipshod work would disappear when the candidates were, for the most part, persons who had been taught on the reformed method from the start. The real problem was how they were to secure the conditions which would make it possible to deal with the modern language instruction in a thorough and systematic way. He hardly needed to say that there were at present many difficulties in the way. One was the existence of two sorts of teachers. One was the modern language specialist, who was very well up in his philology, but whose notions of the reformed method were very rudimentary; and the other sort was the scholar who did not profess to know anything about the language that he had to teach. It was merely a matter of common sense that the instruction must be in efficient hands before the reformed method could be applied. It was often found that one class was doing translation and another class was doing exercises in the grammar, and there was no organic connexion between the two. He did not wish to say anything against the Inspectors, and especially against modern language Inspectors; for they were doing their work as well as they could under difficulties. But there were Inspectors who did not know anything about modern language teaching, but who, unfortunately, had to express an opinion upon the subject. As to the examinations, he must speak very strongly. Being an examiner

himself, he knew something about the subject. Certain examining bodies conducted what was called an oral examination in French. What he protested against was that the conversation was to be upon what was euphemistically called "general topics," such as the weather, the theatre, the garden, and matters of that description; and it was said that this was necessary because, if the conversation turned on certain books, the books would be crammed. His reply to this was that these subjects were likewise crammed. There must be cramming. Learning a language was cramming. It was the learning of symbols by which to express thought. He would conduct oral examinations upon set books, and he would let the schools choose their own books. He wished to thank heartily those present who had taken part in the discussion in the magazine.

An interval for tea took place, and the remainder of the afternoon meeting was presided over by Mr. W. G. LIPSCOMB.

Mr. STORR wished to define his position on this question. He belonged to the "left centre," that is to say, he was a progressive, but his motto was "Festina lente." His first note was with regard to co-operation. The want of this was one of the serious conditions which the advocates of the reformed method had to face. There was some of the old leaven left even in the best of schools, and teachers had to accommodate their method more or less to it. As to examinations, he should be inclined to bar them altogether in the present discussion. Teachers must do what is right in spite of examiners and inspectors. Then he came to Prof. Findlay's "argumentum ad hominem." It was true that in reading Molière or "Faust" he did not construe. It had been laid down by a great authority that the full knowledge of a language came when the learner ceased to translate; but that stage was not attained until he had gone through the grind of translating word by word and knowing what the meaning of each word was. As to grammar, he had expressed his view in the contribution which he made to the discussion in *Modern Language Teaching*. It had not been much modified by his critics. His experience was that a modern language master had to teach general grammar through the particular language, whether French or German. It was said that what grammar was required could be imparted in the foreign language, and that the mass of non-essential material invented by grammarians could be cut out. He wished that they had Prof. Findlay there to define for them what was essential and what was non-essential. He would take one single point. One of the hardest things in learning or teaching French was the use of tenses. That could be acquired partly, and perhaps wholly, by conversational methods. At the same time, if the teacher could give the theory of the tenses and explain the rationale, that, at all events, ought to be admitted as an alternative method of teaching. Under present conditions the teachers who now had to teach a foreign language must use their native tongue in order to move freely when they came to the higher literature or the higher criticism. Then he passed to another criticism—that of Mr. Andrews, who simplified the matter by his proposition of "the three aims," viz., the power to understand written language and to read it intelligently aloud; the power to write the language; and, the power to understand and use the language. The third, according to Mr. Andrews, as the greater, must include the two others, the less. But, if they dismissed the reading aloud intelligently as unimportant, it was perfectly plain that the first and second points could be gained without the third. They knew, for instance, that classical masters did not speak Latin and Greek or know it conversationally, and yet they pretended—he used the word in the French sense—that they understood and appreciated the classics. He remembered his old tutor, the late Bishop Westcott, telling him that he had read far more German than he had English, but, he added, "I could not put half a dozen words together. I am utterly unable to speak a word of German." It seemed to him that there was some need of a compromise in this matter. He was a Modern Language Balfourian. He had no quarrel with the whole-hogger, the conversational Chamberlainite, but he considered it a counsel of perfection not yet attainable. He would like to ask how many even of the elect, the members of the Modern Language Association, were equal to conversing with the same ease on French or German literature as they would on English literature. And how many of those who felt themselves equal to that task would also profess their ability to carry their English class with them? In the course of a long life he had met some four or five men whom he should really call bilingual—that is to say, who could both talk and write two languages with equal facility; and it would be allowed that such men were very rare. Members were all agreed that the first stage must be conversational; but the difficulties began when they proceeded to the higher stages. How far was the teaching throughout to be conversational? Here he would quote a very remarkable article by Dr. Lloyd on Esperanto, in which he said: "The educational value of learning a language is exceedingly slight in the earlier stages." This he thought Mr. Kirkman would allow. Conversational French or German was valuable as a means to an end, and he agreed with the reformers that it was by far the most effectual means. It was only when they came to what the President had so eloquently set before them, the claims of literature, whether ancient or modern, that he began to feel hesitation. In a recent report of an Inspector he had read that conversation was the "summum bonum," the

crown, of modern language teaching. To this he would say "No, a thousand times no!" It was only a means to an end. Defining the end in a single word, he should say that it was the power to understand; and that power to understand was shown by the power to translate. This was, he thought, not only theory, but practice. The greatest translations which had been made had been made by men who had little or no conversational power. Take, for instance, Coleridge's "Wallenstein," or FitzGerald's "Omar," or Carlyle's "Wilhelm Meister," or Taylor's Faust. Certainly those men had not learnt the languages conversationally. Perhaps a supreme instance would be the translators of the Authorised Version of the Bible. If he might end with a classic passage, he would quote Dr. Arnold's letter to his friend Justice Coleridge, in which he said that his aspiration would be to teach Shakespeare to a class of young Greeks in regenerate Athens, and to dwell upon it line by line and word by word in the very way that nothing but a translation lesson would ever enable them to do, until, after a time, one would almost give out light in the dark in consequence of having been steeped, as it were, in such an atmosphere of brilliance. Arnold went on: "How shall this ever be done without having the process of construing as the grosser medium through which alone all the beauties could be translated, because else one would travel too fast and more than half of it would escape us?" His (Mr. Storr's) last word was an apology for translation, not construing—a very different thing. He thought that translation must be an integral portion of modern language teaching.

Prof. BREUL said that among the various obstacles enumerated by Mr. Kirkman the chief consideration was the teacher himself. The very best method might not be good in the hands of a particular teacher. The teacher might be a scholar, but he might not be an artist, as, to a certain extent, he ought to be, in order to change himself into a Frenchman or a German during the teaching. This change might be made even under the old method of teaching, as he knew from personal experience. He was brought up under the old method, and English was the foreign tongue which he learnt. He learnt the language from a teacher who was certainly far from being educated under the new method; but, still, he inspired him with an interest in the English language and the English nation. This man managed not by conversational methods, but by his personality and his very enthusiasm for England and the English, to arouse in his pupils a similar enthusiasm and to make them read a great deal, though they did not speak very much. His second English master, Prof. Napier, of Oxford, taught on the old method, and yet the results which he achieved in some cases were considerable. This was because he was the right man. Really very much always depended upon the teacher and the attitude in which he approached his subject. This point ought not to be forgotten when they talked about method. He desired to enter a plea for the specialist, who had been rather hardly dealt with by one of the contributors to the printed discussion. It was true that a three years' course at an English University was a wholly inadequate preparation for a modern language teacher. Far more than this was required of the teacher in Germany. To a philological knowledge of French or German he must add an intimate acquaintance with the language and literature of to-day, the life and thought and sentiments of the people. In England they were still far from attaining this ideal, but to decry the specialist was, he held, to cut off the branch on which their ladder rested. Perfect knowledge must be built on a scientific foundation laid at the Universities.

Mr. SAVORY said that the specialists to whom he referred were men who, having taken the Medieval and Modern Tripos at Cambridge, thought themselves competent at once to teach French or German, though they could not speak a word of the language. The oral examiner in that Tripos had told him that only one of the candidates had been able to carry on a conversation in French for five minutes. Such a thing could not happen in France or Germany.

Prof. RIPPMAHN disputed Mr. Kirkman's contention that spelling could best be taught by the oral method. The eye must be a better guide than the ear.

Mr. T. N. CROFTS, having tried both methods, pronounced almost wholly in favour of the old, or at least of a *via media*, a mixture of the two. When he tested boys taught by the new method he found that they had not really grasped what they had read. They did not understand when the medium of instruction was the foreign language. It was not necessary to translate every word, but English must be freely used.

Mr. VON GLEHN differed fundamentally in principle from the last speaker. He would not make a fetish of "no English," but a sound rule for the teacher was: Never English if I can help it.

Mr. KIRKMAN having briefly replied, the meeting was adjourned.

SECOND DAY.

The members assembled at half-past ten, Mr. WARREN, President, in the Chair.

Esperanto.

Dr. R. J. LLOYD, of Liverpool University, read a paper on "The Uses and Abuses of the Esperanto Language." He dwelt on the extraordinarily rapid progress that the study had made, as testified by

the Boulogne Congress, where a score of nations met, and for the first time since Babel conversed freely in a common tongue. He prophesied the time when in schools classical boys would cease to learn French and German and the modern side to learn Latin, both sides learning instead Esperanto. The bulk of the paper was devoted to a defence of the subjunctive mood in Esperanto, which, it would seem, is threatened by the extreme left.

Dr. J. C. O'CONNOR, the introducer of Esperanto into England, defended at once the subjunctive mood and his own consistency.

Mr. STORR said that he did not wish to interfere in a domestic quarrel. The subjunctive mood had been an apple of discord not only at the Board of Esperantists. He believed that Esperanto had a great future before it, but it was the same sort of future that shorthand writing and telegraphy had. In another thousand years it might produce a great literature; but till then he should deprecate any attempt to turn out two or three great modern languages in favour of it. For the present generation Esperanto must be a purely technical subject.

Miss LAWRENCE said that Esperanto as an international language used for the utilitarian purposes of life would effect a great saving of time; that "Cassell's Popular Educator" and "Harmsworth's Educator" had taken it up and issued courses of instruction in it. The Christian Endeavourers were using it in their magazines. The Japanese were learning it, and within the last fortnight a medical review in Esperanto had been published.

On the motion of Mr. CLOUDESLEY BRERETON, seconded by Prof. RIPPMAHN, a vote of thanks to Mr. Lloyd for his papers was put by the PRESIDENT, who apologized for his inability to put it in Esperanto.

The Poetic Touch in Ancient, Medieval, and Modern Times.

The PRESIDENT, in calling upon Mr. Bourdillon to read the next paper, said that the author of the paper was himself a poet, and spoke not only as a critic, but himself an artist.

The PRESIDENT said that he hoped that Mr. Bourdillon would give the members an opportunity of reading the paper *in extenso* as soon as possible. He was sure that they would agree that the poetic touch had never been better or more humanly exemplified in a lecture than it had been in the paper which Mr. Bourdillon had read.

The late Sir Richard Jebb.

The PRESIDENT said that it had been suggested that a message of condolence should be sent to Lady Jebb, the widow of that distinguished and delightful scholar who had recently died, and who was so much esteemed in the whole civilized world and beloved in proportion as he was known. They would remember the phrase about the death of a famous man eclipsing the gaiety of nations. He thought that they might say without exaggeration that the death of Sir Richard Jebb had eclipsed the illumination and the sense of glory of English-speaking scholars. He should like to have the privilege of moving from the Chair that a letter be sent to Lady Jebb expressing the sincere condolence of the members of the Association with Lady Jebb and the other members of the family on the death of Sir Richard Jebb. He would ask Mr. STORR, who could speak in some sense for the Association, to second the proposal.

Mr. STORR, in complying with the President's request, said that Sir Richard Jebb was one of his oldest friends. He knew him from the year 1859. He was one of his colleagues at Trinity College, and he had kept in close touch with him ever since. This was, perhaps, the youngest of the learned societies which had expressed condolence and sympathy with Lady Jebb, but the expression was none the less sincere.

The motion was unanimously agreed to, and the PRESIDENT said that perhaps the meeting would leave it to Mr. Storr and him to arrange that the vote of condolence should be suitably sent.

The Form Master System.

A paper on "The Form Master System in Public Schools in relation to Modern Language Teaching" was read by Mr. D. L. SAVORY, of Goldsmiths' College, New Cross.

Mr. SAVORY said the stock argument in favour of the form system was that it enabled the master to be acquainted with the character of each individual member of the form; but it would not hold water. There was no more continuity in a substance divided into longitudinal sections than in one divided vertically. If the force of the concentrated influence of one master on the boy for a whole term, or even for a whole year, were pressed, he would point out that the magnetic repulsion, as well as the magnetic attraction, between boy and master has to be reckoned with. To inspire and stimulate the pupil the teacher must himself be inspired by love of and belief in the subject he teaches, but few, if any, teachers can feel this enthusiasm for half a dozen different subjects. There was more force in another objection—the narrowing influence on the teacher. This applied especially to the mathematician, and, least of all, to one who had so wide a range as modern languages afforded. Nothing could be worse than the present practice of entrusting French to classical form masters who despised a language they did not understand. One classical head master objected to modern language scholarships on the ground that he did not wish to encourage the importation of French nurses. System there was none. On one

classical side he knew of four different French grammars used in the four forms. And the evil was not confined to the classical side. On many modern sides the form master—a mathematician or science man—took the French, or form masters were imported from the depleted classical side. No similar anomalies or absurdities could be found in French or German schools. His ideal was that every school should be organized and classified by departments with a specialist at the head of and responsible for the teaching of each leading branch of the school curriculum.

Mr. VON GLEHN was entirely in favour of the specialist system, but he noted one difficulty in English schools that did not occur in France or Germany. It was necessary—at any rate in small schools where there was only one specialist for each subject—that classes should be moved or promoted as wholes; whereas the system of individual promotion was an ingrained tradition in the English system. In the lowest classes there was much to be said in favour of the form master.

Mr. KIRKMAN asked leave to propose a resolution referring the whole question of the existing conditions of modern language teaching in schools to the Committee to report upon at the next General Annual Meeting.

A LADY MEMBER desired, before seconding, to ask whether the motion was intended to apply to girls' schools. She believed that in girls' schools they had successfully solved the problem of preserving the form as a unit and employing the specialist.

Mr. KIRKMAN answered that his resolution was intended to be quite general, and without prejudice.

Mr. LIPSCOMB agreed in the main with the opener, but pointed out difficulties. First, the juniors required a form master. It was wicked to send little boys jumping about from one specialist to another. Secondly, it was impossible to frame a time-table so as to provide a specialist for every class in every subject.

The PRESIDENT said that it was quite clear that the topic which had come on at the end of the meeting was a very interesting one, and it was unfortunate that there was not more time for discussing it. He thought that it would be well for the Association to discuss it further. It was desirable that a Committee should take steps to focus the views of the members and prepare the subjects for discussion at a future time.

The motion was agreed to.

Mr. STORR then moved a vote of thanks to the President, Mr. Warren, for his services as Chairman. This had been one of the most successful, if not the most successful, of the Annual Meetings of the Association, and the success was due in no small measure to the Chairman. While he had been watching the Chairman, a line of Browning came into his mind—

"Where sits Rossini patient in the stalls."

The President had sat patient, but he had done more than that, for he had known how to interpolate *le mot juste*.

The motion was seconded by Dr. BREUL, and carried by acclamation.

The PRESIDENT, in acknowledging the vote of thanks, said that he had been very much interested in the last discussion, and he had been specially struck with the vigorous and able paper which had been read by Mr. Savory. He had also been much interested in the remarks of Mr. von Glehn and Mr. Lipscomb. What he had wanted to express in his own address was that it was not merely knowledge and erudition that they had to consider as the effect of modern language teaching, but it was character also. Character had been a very great element in English teaching. It was for the teachers of modern languages to see that, so far as they took a large and increasing part in the education of the country, they produced a no less fruitful result and a no less elevated type of character than the older subjects had done. It had been a great privilege and honour to him to preside over the meeting, and he could assure the members that he had learnt a very great deal which would be most useful to him.

CONFERENCE OF HEAD MASTERS.

A CONFERENCE of Head Masters was held at the College of Preceptors, Bloomsbury Square, London, on Thursday and Friday, December 21 and 22.

THURSDAY.

The members of the Conference assembled at two o'clock. The Chair was taken by the Rev. G. RENDALL, Litt.D. (Charterhouse School).

Inspection.

The Rev. H. M. BURGE, D.D. (Winchester College), moved:

"That the Conference, considering the intimate relations that exist between the schools here represented and the Universities, and being of opinion that it is of the greatest importance that alternative forms of inspection should be left open to the governing bodies of secondary schools, approves the action of the Board of Education in entrusting University bodies with the work of inspection."

He said that there were two points which he wished to mention. The first was that they, the Head Masters represented at the Conference, cordially accepted the general principle of inspection. Secondly, though they might all accept the general principle of inspection in itself, the particular means and methods and the application of that principle were quite another thing. It was easy to measure cubic space, and to deal with the orientation of windows and so on; but the inner spirit of secondary schools, the spirit in which subjects were taught and learned, the spirit in which the life of the place was lived, was of importance and of significance beyond all definition and all understanding. He considered that it would be most disastrous to the whole system if they were encouraged to lay such stress on externals, on uniformity of methods, on the mechanism of education, that they should direct their attention and their eyes only to the things that are seen.

The Rev. H. B. GRAY (Bradfield College) seconded the motion. He said that the schools represented at the Conference and the Universities had most intimate relations, and in the position on the one side of dominance and direction, and on the other side of subservience and deference, it was most desirable and most natural that they should look for inspection from those great and august bodies. On another point, the resolution should be passed, because such a system of inspection as that referred to secured greater elasticity. Again, when there was an alternative of masters, those in service acquired thereby a *quasi*-independent existence, because, if they were discontented with one master, they could change. He did not know whether it would be possible for the mover to accept a slight modification of the wording of the motion. It seemed to him that as it stood it might alienate the sympathies or stifle the votes of those who did not like inspection at all. According to the terms of the motion, it would appear, by what it did not say, that there was some compulsion in inspection; but inspection was only compulsory on those schools that had to earn a grant thereby. He would suggest the insertion of the words "grant-earning" after the word "secondary," and, instead of the word "inspection" at the end of the motion, the words "inspecting such schools." If the mover of the motion did not accept the suggestion, he (Dr. Gray) should be glad to second the motion as it stood.

Dr. BURGE said that he quite appreciated Dr. Gray's point; but inasmuch as the suggestion would, to his mind, narrow the scope of the resolution, and would exclude a large number of secondary schools represented in the Conference, he should be very loath to insert the words.

The motion as moved was then carried *nem. con.*

Mr. F. FLETCHER (Marlborough College) moved:

"That in the conduct of inspections the Conference think it of the utmost importance that the reports of inspectors, communicated to governing bodies and head masters, should be treated by the inspecting board as strictly confidential, and that the judgments of the board itself should be deliberate and collective."

It was of the utmost importance that the verdict should not be merely the arbitrary and perhaps pedantic judgment of one individual, but the considered and reasoned decision of the board. It was also of the greatest importance that the reports of inspectors should be full, detailed, frank, and confidential.

The Rev. A. W. UPCOTT (Christ's Hospital) seconded the motion.

The motion was carried.

The Rev. H. B. GRAY, D.D. (Bradfield College), moved as a rider the following:—"That in cases where two or more inspectors are engaged in inspecting a school the inspecting body should insist on previous collaboration between the different inspectors before any report is issued on any special department of the school by an individual inspector."

The Rev. A. J. GALPIN (King's School, Canterbury) seconded the motion.

The Rev. C. E. TANCOCK, D.D. (Tonbridge School), said that the suggestion contained in the rider seemed to him to be altogether outside their province as those who were inspected, and to be making conditions which it was almost impossible for the board always to be able to comply with, and on these grounds he should decidedly vote against the rider.

Dr. GRAY, in answer to Dr. Tancock, said that in the resolution they suggested a condition with which the inspecting board should comply, and therefore it did not seem to him to be autocratic to make one more condition.

The rider was put to the meeting and lost, the voting being 9 for and 22 against.

The Rev. J. GOW (Westminster School) moved:

"That the Conference desires to emphasize the principle that inspection should take into due consideration the aims and circumstances of the school inspected, and regard intellectual methods and results as of greater weight than material equipment and appliances."

At the present time there was a general opinion on the part of the public—an opinion that was shared by a great number of teachers of science—that very great expenditure was necessary for effective scientific

teaching, and schools were invited to compete with one another in mere expense, and inspectors were apt to see whether the appliances were very costly, and, if they were not, to condemn them. Competition of the kind he had referred to was bad, because schools were of different degrees of wealth, and some schools were in positions where a very large expenditure would not procure the same advantages as a small expenditure would procure elsewhere. At Westminster £5,000 had had to be given for a piece of ground which would have cost £30 or £40 in the country. The competition was also bad for the teachers and for the boys. If it was put into a boy's head that he could not learn a subject without great expenditure, and could not continue it without equally great expenditure, he would at once get the notion that it was no good learning the subject unless he was going to make use of it afterwards. His (the speaker's) opinion was that the better the teacher the less apparatus he wanted. No more was proved by an experiment costing £10 than by one costing 10s., and a good teacher would prefer the 10s. experiment to the £10 one. He admitted that manipulation and accuracy of observation must be taught in the laboratory, and that for that purpose some apparatus was required; but even here far too much expenditure was very frequently incurred. He would suggest that in a school which was not rich a great deal of that work which might be done in a physical laboratory, but which the school could not afford to do, should be done in the drawing school and also in the mathematical teaching. Great weight should be given to the personality of the teacher in the school, and, if the results were remarkably good, credit should be given for them irrespective of the humble means which might be employed in procuring them.

The Rev. R. WATERFIELD (Cheltenham College) seconded the motion. He said that it was most important that the fact that some schools were able to spend a very large amount of money in scientific apparatus should not prejudice the inspectors against other schools which were less happily circumstanced, and therefore less brilliantly equipped.

The motion was put to the meeting and carried *nem. con.*

Mr. R. C. GILSON (King Edward's School, Birmingham) moved:

"That, as the purpose of inspection differs from that of examination, inspections should be conducted at such intervals of time as will best secure reality and thoroughness and prevent waste of time, energy, and expenditure."

He spoke as one who believed in inspection. He believed, further, that inspection and examination should go hand in hand. The examination was an examination of products; the inspection was an inspection of the machinery, in the widest sense, including the human agents by which the products were turned out. The two things were, and ought to be, correlative and supplementary to one another. There was this difference between inspection and examination: examinations must necessarily be repeated at fairly frequent intervals, because the boys were passing through the schools, and, unless there were examinations pretty frequently, some would escape; on the other hand, inspection was an examination of things which did not shift so rapidly as the boys shifted. Two things followed. One was that there should be great elasticity in accepting one form of inspection in place of another, and the other was that inspection should not take place too often. His own opinion was that in most instances inspection once in three years would not only be altogether effective, but would be more effective, because it would be carried out in a more thorough and comprehensive manner. It would be a full-dress inspection, not a casual one, and the men who undertook it would probably be better men and better paid. It would be done with far less disturbance of that process of actual education in the school which all the machinery was intended not to impede, but to promote.

The Rev. C. E. TANCOCK (Tonbridge School) seconded the motion. He said that there was great expenditure of time and energy in all inspections, and it was most important that they should not be called off too often to serve tables and to fill up tables. He felt certain that an inspection which was not anything like annual, but either triennial or quinquennial, would be much more efficient in every way, and would tend much better to the useful employment of the time of all masters, than one that was annual.

The Rev. W. A. HEARD (Fettes College) said he thought that on the whole inspection was a very beneficial thing. He had found the reports of inspectors fair and suggestive.

The Rev. E. C. OWEN (St. Peter's School, York) supported the motion.

The motion was carried.

Special Inspection.

The next item upon the agenda was the consideration of the following motion standing in the name of the Chairman:

"That the Conference is of opinion that, now that the same validity has been given to the qualifying as to the school-leaving examination, the requirement of special inspection, which is applicable to schools only, and not to candidates, for the qualifying examination should either be withdrawn or made as

little burdensome as possible. They submit that an inspection certificate of efficiency should be valid for a term of five years, except in cases where the certifying board recommend or the War Office expressly direct reinspection after some shorter term."

During the speech of Dr. Rendall introducing this subject the Chair was taken by Dr. TANCOCK.

Dr. RENDALL said that it would be remembered that some two or three years ago in the new regulations issued by the War Office suddenly inspection was imposed on all schools which were preparing candidates for the Army if they desired to hold the qualifying examination at the school rather than send up their boys to the alternative qualifying examination that was organized for the public. The term, he thought, was introduced perhaps somewhat hastily into the War Office regulations. The inspection was quite clearly inspection of a very special kind. It was inspection for a restricted purpose, namely, to ascertain whether the school in question was capable of efficiently preparing candidates for the preliminary examination of candidates who desired to enter the Army. Really for that purpose inspection did seem to him in the case of a very large number of schools preparing candidates for the Army to be something quite gratuitous. The difficulty that was raised was that that inspection for a very restricted purpose was not the kind of inspection contemplated by the Board of Education or by the Joint Board of the older Universities or, he imagined, by the newer Universities who undertook the inspection of schools. It seemed unreasonable that year after year for the purpose of ascertaining the efficiency of a school of perfectly recognized efficiency inspection should be imposed by the mandate of the War Office. Therefore he had taken an active part in bringing such influence as he could command to bear on the authorities of the War Office to define a reasonable term of years for the inspection of schools. It was quite clear that, unless the War Office was prepared to accept inspection at reasonable intervals of time, it would be the policy and indeed the necessity of every school to send up candidates for the public qualifying examination, for which no kind of inspection was required, and for which candidates from private teachers could come as freely as candidates from public schools, rather than submit to inspection in order to gain the privilege of having the leaving examination. He was glad to say that quite recently he had received letters from the War Office, which formed a notification of the decision which had been arrived at. The first letter was dated December 11. It said: "Sir, I am commanded by the Army Council to inform you that the subject of your letter of November 17, as Chairman of the Committee of the Head Masters' Conference, has been fully considered, and that they have decided that the inspection of 'approved' schools shall not take place more often than once every five years, except in cases where the inspecting body recommends or the War Office expressly requires inspection after a shorter term. I am further to say that the Army Council are still very anxious that the bulk of the candidates for the Army shall come from properly inspected and approved schools after undergoing a regular curriculum, and that it is hoped that this decision and other decisions which will be communicated to you in a separate letter will have the effect of inducing more schools to come forward for inspection and for the privilege of having their boys examined for the leaving certificate at the school at the end of ordinary term time." The second letter was as follows:—"December 15. Sir, I am commanded by the Army Council to inform you that it has been decided to publish a list of schools approved for presenting candidates for the leaving certificate in the monthly Army List, and also in other publications, such as the 'Guide to the Various Ways of obtaining a Commission.' It is hoped that this course will commend itself to the schools which have been 'approved.' I am also to notify to you the following decisions of the Army Council:—(1) Inspection of approved schools will not take place more often than every five years, except in cases where the inspecting body recommends or the War Office expressly requires inspection after a shorter term. (2) That the only alternative to the leaving certificate in the case of candidates for the Royal Military College or the Royal Military Academy is the qualifying certificate (and for a short period the 'exempting certificate' as described in the regulations), and that the qualifying examination will be held in London and Dublin only in the months of March and September. (3) That no leaving certificate will be accepted for Army purposes which does not include all the subjects required by the regulations—that is to say, that a leaving certificate cannot be completed by attendance in single subjects at the Army qualification examination, with the exception of those subjects provided for in the footnote to paragraph 10 of the regulations, namely, geometrical drawing, practical geometry, and practical measurements. (4) That a modified standard for the leaving certificate will be accepted, providing it is at least equal to that of the qualifying examination. I am further to bring to your notice that the syllabus of the qualifying examination has been slightly altered as regards the number of pieces to be set in Latin and the method of conducting the oral in modern languages. These alterations will be embodied in new regulations shortly to be issued." He would move, instead of the motion standing on the

agenda: "That the Conference have received with satisfaction the intimation of the Army Council that inspection of approved schools will not take place more often than every five years, except in cases where the inspecting body recommends or the War Office expressly requires reinspection after a shorter term."

The Rev. H. M. BURGE formally seconded the motion.

The Rev. W. H. FLECKER (Dean Close School, Cheltenham) said that he would be prepared to move: "That the Conference regrets the attempt of the War Office to insist on the inspection of schools whose pupils wish to compete for entrance at Woolwich and Sandhurst." He was quite sure that, if his school were inspected, the first thing an inspector would do would be to insist on a very large expenditure for a new chemical laboratory. He was not prepared to recommend that expenditure for the sake of a few boys who were going into the Army.

Mr. F. FLETCHER sympathized with what Dr. Flecker had said.

Mr. F. H. A. JAMES (Rugby) was inclined to move a rider to the following effect:—"That this Conference demurs to the publication of an official list of schools which have signified their willingness to accept inspection."

The Rev. W. H. CHAPPEL (King's School, Worcester) seconded the rider. He entirely agreed with what Mr. Flecker had said with regard to the smaller schools.

After some further discussion, the Rev. A. W. UPCOTT (Christ's Hospital) moved: "That it be an instruction to the Committee of the Conference to hold further communication with the War Office on the subjects of (1) inspection, and (2) publication of a list of schools which submit to inspection."

The Rev. A. F. RUTTY (St. John's School, Leatherhead) seconded the proposal of Dr. Flecker.

Dr. Flecker's amendment was then put to the Conference in the following form:—"That, while recognizing the good will of the War Office in adopting a five-years term of inspection, the Conference regrets the attempt of the War Office to insist on the inspection of schools whose pupils wish to compete for entrance at Woolwich and Sandhurst."

The amendment was lost.

The motion, as proposed by Dr. Rendall, was then carried, with one dissentient.

The rider moved by Dr. James was seconded by the Rev. W. H. Chappel and carried, there being 23 votes in favour of it, and 6 against.

The Rev. A. W. UPCOTT's rider, in the following form, was seconded by Dr. James and carried:—"That it be an instruction to the Committee of the Conference to hold further communication with the War Office on the publication of a list of schools which submit to inspection."

Hours of Sleep allowed to Boys in Public Schools.

The Rev. A. W. UPCOTT moved:

"That this Conference recognizes the importance of the question as to the number of hours of sleep allowed to boys in public schools, and refers the matter to the careful consideration of the Committee of the Conference."

The motion was seconded by the Rev. H. W. MOSS (Shrewsbury School, and, after a short discussion, was carried.

The Conference then adjourned till ten o'clock, Friday morning.

FRIDAY.

The Chair was again taken by Dr. RENDALL.

Joint Examination qualifying for Matriculation in Oxford or Cambridge.

The Rev. the Hon. E. LYTTELTON moved:

"That the Conference commend to the Universities of Oxford and Cambridge the desirability of establishing a joint examination, to be held at schools, qualifying for matriculation in either University."

He said that the two great evils which a great many of them discerned in the entrance examinations of the Universities were, first, a lack of rational readjustment of the old studies, and, secondly, an increasing tendency to lower the standard so much that it was very difficult for head masters to feel that there was any uplifting influence from the Universities on them in the matter of the teaching of their boys. It was quite clear that in both those things the isolated action of the Universities made things more difficult.

The Rev. S. R. JAMES (Malvern College) seconded the motion. He asked whether a slight verbal alteration would not be desirable, because at the present time there was no qualifying examination for matriculation. "Matriculation" was the wrong word.

The Rev. LIONEL FORD (Repton) suggested the following rider:—"And exempting from Responsions or Previous Examination."

The CHAIRMAN called attention to the importance of the words "to be held at schools."

The Rev. A. W. UPCOTT ventured to express the earnest hope that

the resolution would not be passed hastily, and for three reasons. In the first place, if the proposed joint examination were introduced, there would be a tendency to lower the standard of qualification for the the University; secondly, there would be a multiplication of examinations; and, thirdly, the joint examination would be premature.

The Rev. H. M. BURGE was sorry to say that, though he always liked to support the Head Master of Eton, he could not find any ground for supporting the resolution.

Dr. JAMES hoped that the Conference would pass the motion. With regard to the colleges, the position would be left exactly as it was at present. He would be glad if the idea contained in the resolution, which had been well thought out, though not yet in all its details, were accepted by the Conference.

The Rev. W. H. FLECKER said that what they wanted to do was to abolish Responsions and the Previous Examination.

The Rev. R. D. SWALLOW (Chigwell) hoped that the Head Master of Eton would not give way, or let his original motion be altered. There was a great advantage in being a little vague in the matter at the present time, because the whole question had yet to be threshed out. They were quite justified in using the word "matriculation." He hoped that the Conference would pass the motion as it stood originally.

Mr. Ford's rider was not seconded, and therefore fell to the ground.

Dr. BURGE moved the previous question, on the ground that he did not think that the Conference was in a position to vote on the motion.

Dr. TANCOCK (Tonbridge School) seconded the motion.

The motion was carried.

The School Year.

The Rev. H. B. GRAY (Bradfield College) moved:—

"That, in the opinion of this Conference, it would be of advantage to the cause of secondary education if the school year were divided into four terms instead of three, each of shorter duration than at present."

He said that he had noticed a perceptible degree of brain fog on the part of both masters and boys after ten weeks of term, and their work after that time tended to become stale, flat, and unprofitable. With regard to the medical aspect, medical officers of schools seemed to agree that the congregation of boys in the same physical atmosphere for so long a period together, thinking the same thoughts, doing the same things, and moving round the small circle of educational interests, was not hygienically the best condition for growing minds and bodies. As to the high moral aspect, the boys lived, confessedly, in a monastic atmosphere—in one sense a non-natural atmosphere—at a time when character and body were being developed with startling rapidity for good or evil, at a time when passions and emotions were very often strong, and reason and logic very weak, and when they were taken away from mothers and sisters. He did think that there ought to be a continual reversion at as frequent intervals as possible to the domestic circle.

The motion was not seconded.

Army Examination.

Dr. JAMES (Rugby) moved:

"The Conference regrets that, notwithstanding previous representations made to the War Office, nothing has been done (1) to avert the practical exclusion of Latin and German from entrance examinations for the Army, or (2) to bring preparation for Sandhurst more nearly into line with preparation for Woolwich. They desire to point out that the simple increase of optional subjects from two or three in the competitive examination for Sandhurst would go far to correct both these defects, and commend this change to the consideration of the War Office."

He thought that they would all agree in deploring the fact that Latin and German were cut out of the Army Examination: as to Latin because it lay at the root of so much of English education, and German because it was surely important that a certain proportion of officers in the Army should have a good acquaintance with that language.

The motion was seconded by Mr. LYTTELTON.

The Rev. T. FIELD (Radley) said that the gulf between the Army class and the rest of the school had been made so much deeper by the regulations that he thought that they ought to use every opportunity in their power to get them changed.

Mr. J. E. KING (Bedford), in whose name the motion stood on the agenda, explained that he had not moved it because he had not seen the exact terms of it before, and when he did see them he thought that it was a little too strong to speak of "practical exclusion." In schools where preparation for the Army could go on independently of an Army class, owing, perhaps, to the number who were thinking of going into the Army, there was a class of boy who would well be able to do Latin. He did not say that of the Woolwich candidates so much, but there were boys who were weak in their mathematics who would have to find a substitute for that subject.

The Rev. C. EPPSTEIN (Reading) said that certainly those who had

watched the working of the new regulations were convinced that they would have the effect of excluding Latin and German. It would be a great pity if the Conference was not absolutely unanimous in making the recommendation proposed.

After a further short discussion the motion was passed *nem. con.*, in the following form, after the words "nothing has been done":—
"(1) to avert the depreciation, amounting in some important schools to the practical exclusion, of Latin and German," and so on.

Military Training.

Dr. JAMES (Rugby) moved:

"That the military authorities be requested to issue a short memorandum of instructions for the guidance of head masters and officers of public-school cadet corps."

He said that the motion as it stood was somewhat misleading. It was intended to apply to general military training and drill. There seemed to be a certain amount of vagueness in the minds of the masters to whom he had talked both at his own school and at others about the nature of the drill and the nature of the training that were proposed. It was important, if there was to be this drill, as he thought was very desirable, in view of the appeals which had been made to schoolmasters as patriotic people to have the boys trained in their boyhood in view of possible invasions of the country, that they should be told what the authorities held should be the lines which the training should follow.

This motion was seconded by Dr. BURGE.

The Rev. W. H. CHAPPEL moved the following rider:—"And to consider the possibility of financial assistance towards the cost of instruction in rifle shooting and ammunition in such corps and school rifle clubs." He wished to speak on behalf of those smaller schools which were not able to run uniformed corps and which to-day were starting rifle clubs. The whole cost, with the exception of a small grant from the National Rifle Association, if the school was affiliated with it, fell on the school. He maintained that, if this matter was one of national importance, the schools ought to be able to get from the Government financial help.

Mr. F. FLETCHER seconded the rider. He had always felt that, if the Government demanded from the schools that they should do its work, it ought also to assist them to do it. The schools had no right to put an additional compulsory expense on the parents.

The Rev. S. J. GALPIN supported the rider.

The Rev. E. C. OWEN (St. Peter's School, York) said that they might go further and say to the Government that it was the only possible condition on which the thing could be made a success.

The Rev. A. W. UPDEOTT supported the rider. He should like to go as far as possible in the matter. Perhaps it would be possible to include some reference to a grant towards the expenses of field days. That would be of great assistance to Christ's Hospital. The boys at Christ's Hospital could not afford to go for field days at all at present, and they lost a very valuable part of the necessary training.

The Rev. H. W. MOSS (Shrewsbury) said that, in addressing such a request to the Treasury as that contained in the rider, the schools were not animated by any selfish object. They desired to subserve a great national purpose. With regard to the question of the lack of officers, it was precisely from such schools as those represented in the Conference that useful officers might be drawn for the needs of the Army and the needs of the nation.

The motion and the rider were carried.

Notes in Classical School Books.

The next item upon the agenda was a discussion "whether the fullness, and sometimes the excellence, of the notes in many classical school books now in use does not detract from the effectiveness of classical teaching in the schools."

The Rev. H. W. MOSS, in introducing the subject, said that in his school days the boys acquired the power of entering into the mind of the author, and of looking at things through his eyes, and the power of using their own brains in order to make out his meaning. Now, a great change had come over the spirit of scholastic dreams in this matter. Now, almost every author who was read in schools was cut up into fragments and annotated, sometimes by very competent editors, sometimes by editors who were less competent, and the boys lost the advantage of having to make out the sense for themselves, because they found, whenever there was a difficulty, that it was explained for them by the editor. Naturally, great interests had gathered round the system. The publishers were of course in favour of it, and the editors themselves were in favour of it. Certainly the existence of good notes and easily accessible notes to those authors was very useful to private students, and useful also to inferior scholars—and there were some inferior scholars even, he supposed, in public schools; but it was doubtful whether the new system was equally advantageous to the people who, after all, he supposed, deserved some consideration—the boys. What happened? For one thing, the practice which

existed in old times of taking down what was said by the master had fallen largely into abeyance. The boys relied on the notes for examinations. They knew that they could cram the notes during the few days which boys generally gave to the preparation of the subjects in which they were about to be examined; but they read them in a perfunctory sort of way, and they had no genuine interest in the notes. The question was whether the old system, with all its narrowness and all its defects, did not do a great deal towards strengthening and developing the boys' intellect, and the modern system aim at little more than the imparting of information from outside, without producing much real permanent effect on the minds of the boys. Another thing. Supposing that the notes were copious and good notes, there was a temptation for the master to make them a kind of text for discursive and sometimes critical remarks. Instead of teaching the meaning of the author, he commented on the comments of the editor, and the effect was that less of the author was read. In addition to that, the consecration of the thought of the author was interrupted by these comments. What was to be done? It was precisely because he did not know what was to be done that he had suggested that this question should be discussed, and had not ventured to move a resolution. They did not want to drive boys to the use of cribs. Cribs were worse even than notes. Then, again, in some editions schoolmasters must find much that was valuable to themselves, stimulating to their own thought, and helpful to their own teaching. Perhaps there might be used in a larger degree passages for unseen translation.

Mr. LYTTELTON agreed most heartily with what Mr. Moss had said. He suggested that they should all try to read some books to the boys without notes. A master would never get to know the state of things till he tried boys who had been relying on notes with an author without any notes, and then he would see the feebleness and bewilderment of mind into which they fell, and how serious the weakening of the moral fibre with regard to learning lessons had been. One difficulty was that boys varied so very much in knowledge, and in the wish to acquire knowledge, and in their power. But that simple fact was really a very strong argument against notes as now used. It was perfectly absurd that exactly the same amount of information should be given in print to a set of boys who differed so much in capacity. The ideal was that the teacher should be able, by proper help at the time when a boy was construing, to give him just the required assistance. Another difficult subject was the preparation of the lesson beforehand. It was a very common trouble that for many boys the lesson was too difficult, if they were conscientious. The difficulties which he had referred to were not made any worse by doing without notes.

Dr. JAMES agreed that the multiplication of notes had tended to reduce the educational value of books. He could see no solution except that certain books should be read without notes.

Mr. R. C. GILSON agreed with Mr. Moss. He had one suggestion to make (it applied only to the top form), and that was that there should be an extensive practice of *viva voce* unseen translation.

Dr. ROUSE (Perse School, Cambridge) suggested doing without notes till the boys were trained to do the most part of their work without them and were shown how to use them when they got them. There were in most authors one or two things which no boy could find out. Those things the master must pick out beforehand. There were two ways in which he might do that—either *viva voce* as a preparation for the lesson, or have the points printed in the form of a pamphlet.

Dr. BURGE said that at Winchester they had a regular system of reading what they called unseen books. He should like to know whether it would not be possible to use books where the notes were really suggestive as incentives to the boys to get up an author with the notes and so forth entirely by themselves quite apart from any class teaching.

Mr. B. H. TOWER (Lancing College) said that he had been reading to his upper and middle sixth at Lancing some of the works of Robert Browning, and it occurred to him at the beginning of the term that before every lesson he would give out what particular poem he was going to read out next time, and that they should read it and write down what they could make of it. He believed that that had been really a most valuable bit of work for those boys, because it helped to teach them to think.

The Rev. W. C. COMPTON (Dover College) said that, if the Conference impressed publishers with the idea that schools wanted little or nothing in the way of notes, and that in any case a book was barred or objected to if it contained translations, it would have done something towards influencing the output.

The Rev. W. H. MOSS briefly replied.

A vote of thanks to the College of Preceptors was unanimously passed.

On the motion of Dr. BURGE, seconded by Mr. GILSON, a vote of thanks to the Chairman was carried with acclamation.

The meeting then terminated.

In the course of the proceedings it was decided that the Conference next year should meet at Malvern.

SIR RICHARD JEBB.

ON December 9 there passed away at his Cambridge home a man of many gifts and accomplishments, the first classical scholar of this generation, a writer of firm and nervous English, an orator not of the highest order, but in his own style perfect, and a statesman who, though he never rose to office, yet, by his clear-sighted judgment and temperate counsels, exercised no small influence on public measures. The facts of his life are so well known and have been so recently related in the public press that there is no need to repeat them. All that we would here attempt is to add a few personal reminiscences of one who for forty years was a valued friend and a contributor to these pages.

When Jebb came up to Trinity in 1859 he brought with him from Charterhouse (still the old "Slaughterhouse" of Thackeray's day) the reputation of a brilliant classical scholar; but there was nothing in conversation or habits to distinguish him from the ordinary undergraduate, whose first concern was to have a good time of it. He took no part in athletics, but he rode, he joined the Trinity Whist Club, and, what was rare in those days, he had in his rooms a piano, and was an accomplished player. Reading was apparently a *parergon*, but he won in his first year the Porson Scholarship; and there is little doubt that, had he gone in for the Classical Tripos of that year, he would have been placed among the first three or four, if not as Senior. Such was the unreformed Classical Tripos of those days. He had read singularly little—in Greek some half-dozen plays, a book of Herodotus and one of Thucydides; but what he had read he knew almost by heart, and had, so to speak, absorbed them into his system. He possessed not only a marvellous memory, but a marvellous power of concentration. The present writer happened to sit next him at the examination for the Craven Scholarship. There was a long and difficult passage of Thucydides set for translation. For the first half-hour or more Jebb sat with his head buried in his hands. Then he flung away the paper and wrote off his translation without once turning back to the original.

It was after he took his degree that his serious study began, and then he developed an infinite capacity for taking pains. One instance from later life may be given. Early in the '90's there was held in London a great meeting for the promotion of University Extension. Among the orators were the leaders of both Houses and the chiefs of both Benches; but the speech of the day was Jebb's. He had procured from the three secretaries a *précis* of what seemed to each the main facts, and had combined them in a closely wrought and perfectly expressed argument. When the Bryce Commission was appointed this journal in an uninspired and ill informed phrase described Mr. Jebb and Lady Frederick Cavendish as "the ornamental members." Jebb, though naturally grieved, bore no ill will, and we were afterwards able to expiate our error by the statement that Jebb was among the hardest-working of the members and that the literary excellence of the Report was in great measure due to his draftsmanship. That Sir W. Anson should have been preferred to him as Parliamentary Secretary to the Board of Education was, as his friends knew, a bitter disappointment, but he bore it with calm equanimity and continued loyally to support the Government in its educational policy.

A word may be added on his Latin and Greek compositions. Where they can be compared with the versions of great masters, such as Calverley, Evans, Kennedy, they seem to us easily to bear the palm. In Jebb there may be fewer happy hits, exact correspondences of idiom; but he is the true translator, expressing in another medium the very soul of the original. Some of the best were written in examinations: for instance, "Home they brought" with the exquisite line:

Tu puer in vita cum morer, inquit, eris.

We remember an almost equally happy version of the sea-fight in Chaucer, done in the Trinity Fellowship examination, which ended:

Mars veniente die, Mars decedente manebat,

though, if truth must be told, it contained a bad false quantity. Such slips were rare, and the detection of a doubtful quantity in his published verses ("quotidianus" in a pentameter) gave Jebb a sleepless night. How short-lived is fame! The *Athenæum* quoted as a supreme instance of his felicity the rendering of

"It must be by his death," *ὅλα τὸ πρᾶγμα*—enough to make Jebb turn in his grave. But we cannot better the final epitaph of the same journal: "A great scholar and a great humanist."

F. S.

BOOKS OF THE MONTH.

Art.

Hans Holbein the Younger: a Critical Monograph. Ford Madox Hueffer. *Duckworth & Co.* 2s. net.

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A Manual of Carpentry and Joinery. J. W. Riley. With 923 Illustrations. *Macmillan & Co.* 6s. net.

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Translations into Greek Verse and Prose. R. D. Archer-Hind, M.A. *Cambridge University Press.* 6s. net.

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The Hundred Best Poems (Lyrical) in the Latin Language. Selected by Dr. J. W. Mackail. *Gowans & Gray.* 6d. net.

Valerius Catullus, B.C. 87. Selected Poems rendered into English rhymed verse by L. R. Levett. *Heffer & Sons.* 1s. 6d. net.

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Stories from Greek History retold from Herodotus. H. L. Havell. 16 full-page illustrations. *G. S. Harrap.* Half leather, 2s. 6d. net, cloth 1s. 6d.

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Tennyson: In Memoriam. Annotated by the Author. *Macmillan & Co.* 5s. net.

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OCCASIONAL NOTES.

THIRD among the factors which determined the General Election we should undoubtedly put education. Passive resisters formed but a small minority of the voters, but they had an acute grievance and commanded wide sympathy. As is usual, the late Government gained little credit for their good deeds—the Act of 1902, and all that followed from it—and they suffered more than the full penalty for their sins of commission and omission—their compact with the bishops and their *laches* in the matter of educational rating. Questions that in our eyes are of supreme importance were swamped in the general flood, and we have scanned in vain election addresses and speeches to find a single reference to the training or supply of teachers, the Register, inspection of schools, or the relation of the Central to Local Education Authorities. On the main educational issue we have nothing to add to what we said last month. The speeches not only of Mr. Birrell, but of Mr. Lloyd-George, should convince our clerical friends that their fear of confiscation or spoliation was a bugbear, and also that the more real danger of secularization may be dismissed. As Prof. Sadler expresses it, we are assured that the place of denominational schools in English education will be discussed in a spirit of sympathy and conciliation, and that we shall see established by the Amendment Bill prefigured in the King's Speech a national system of education, with publicly controlled schools in every district, affording facilities for religious or moral instruction according to parental preference, but not under denominational control.

STATESMEN apart, the new Parliament will be an undistinguished Parliament. The local politician will predominate, and it will contain no soldier, or sailor, or doctor, or man of science of the first rank. Let us reckon

up our chief losses and gains among the representatives of education. In the primary grade Dr. Macnamara and Mr. Yoxall have been returned with increased majorities; but we have to regret the rejection of Mr. Ernest Gray, who made such a gallant stand for rate-racked East Ham. Sir R. Jebb, whose death was equally deplored by both sides of the House, is worthily replaced by Mr. S. H. Butcher, an *emeritus* Scotch Professor, like Sir Richard, who has, like him, also served on two Royal Commissions. As Chairman of the Teachers' Guild Mr. Butcher has been brought into contact with teachers of all ranks, and on questions such as registration, inspection, and tenure he will know the views of teachers and speak with authority. Education on its municipal side could have no abler representative than Sir William Collins; while Sir Philip Magnus represents the City and Guilds Institute, of which he has been Director for a quarter of a century, and the College of Preceptors, of which he is Vice-President and Fellow. Sir William Hart-Dyke, one of our best Vice-Presidents of Council, and, from the first, Chairman of the Consultative Committee, will be greatly missed, as will Mr. Henry Hobhouse, who retires.

THE President of the Board of Education has lost no time in nailing his colours to the mast. Speaking at Bristol on January 2, Mr. Birrell said one thing was plain, that there could be no settlement of the education question unless and until every public elementary school in the country should be placed under complete popular control, including, of course, the appointment of teachers. On the religious difficulty he spoke no less plainly, though here he professed to be giving only his personal convictions. He denied the right of parents to dictate what religious instruction should be given to their children, but he was anxious that their wishes should be consulted. He had no doubt that the vast majority of parents desired that their children should be taught the simple elementary truths, "the Fatherhood of God, the responsibilities of man, and a future state." He hoped that these truths (which it was a libel to call a kind of sectarianism) would never be banished from schools. Lastly, he hoped that arrangements might be made by which the minority of parents who desired denominational teaching for their children might receive it, "not indeed as part of the public school curriculum, but, nevertheless, on school premises, if need be, though out of school hours." In any other country of the world such a proposal would be considered generosity itself.

SPEAKING at Towcester, Mr. Birrell scored a point against his clerical antagonists. Their cry was: You must consult the wishes of parents and provide the kind of education that they desire for their children. Mr. Birrell agreed, but with a distinction. The only parents he wished to see consulted were the parents whose children attended the national schools, not the parents of other children. He knew no better persons to ascertain their views than the Local Education Authorities. Further, he did not believe that it passed the wit of man to devise a scheme whereby the wishes of parents should be consulted as to the kind of religious instruction they desired, or as to how and when they wished it to be given. We have maintained from the first that the religious difficulty was a chimæra of the platform and the pulpit, except in the case of Roman Catholics and Jews. These persuasions form, after all, but a fraction of the population, and it certainly should not pass the wit of Mr. Birrell to meet this exceptional case.

Mr. Birrell
on Parents and
Parents.

IN "Almond of Loretto" (reviewed in another column) there is a remarkable letter on "The Religious Difficulty in Schools," which puts in a concrete form the views that we have persistently maintained in the abstract. There were at Loretto, or had been recently, when the letter was written, boys of various denominations, including Roman Catholics and Unitarians; yet Almond tells us that he had never in thirty years had any experience of "the religious difficulty." Boys were all taught alike, and the only distinction made was that before Confirmation, or its equivalent, boys of different creeds received special instruction from their respective ministers. On the question of "free entry" we must quote textually:

The proposal that the representatives of various denominations should be allowed to come to a school at the same hour, and teach, each of them, the children of his own sect, appears to be admirably calculated to destroy all belief and respect for religion in children. On all other subjects they see their teachers in accord. What can be the result of the object lesson of their differences in religion being forcibly obtruded before their eyes at a time when they must heartily wish that they were of the number of those happy ones whose parents have exempted them from all special religious teaching?

We may add that the test for head teachers for which Anglicans are prepared to fight to the last ditch would undoubtedly have excluded Almond, the most religious of teachers.

"A SCHOOLMASTER" in the *Morning Post* gives one of the reasons, if not, as he thinks, the chief reason, for the futility of the Head Masters' Conference. Public schools are nowadays organized in different departments, and in only one of these can the head master claim to be an expert. "The men who really manage the science school, the Army class, the rifle corps, the games, who really organize the teaching of modern languages, of history, of literature, of mathematics, in our most important schools are chiefly conspicuous by their absence." Hence it is that the lead in educational reform is passing into the hands of associations like the Classical and the Modern Language Associations, where heads and assistants meet on common ground. In former days the Head Masters' Conference used to invite experts like Mr. E. E. Bowen and Mr. C. M. Bull to advise them on modern subjects of which they themselves were ignorant. Have head masters since then grown wiser, or only wiser in their own conceit?

CANON MOORE EDE amplifies, in a letter to the *Standard*, some views that he had expressed at the North of England Education Conference on the subject of inspections and inspectors. He is quite right in saying that Local Authorities must have at their command some one with knowledge of the schools in the area. Therefore they appoint their own inspectors, thus greatly increasing the cost of inspection. It is true that the reports of the Board's Inspectors are not sufficiently full to give a committee all the information it might need. But, on the other hand, the recent reorganization of the inspectorate is so arranged that each Local Authority should feel able to make use of a particular Inspector as a source of information. And, although the Inspectors cannot be summoned at the will of the Authority, they are always ready and willing to be consulted and to give their views. We cannot think it possible that the Board will agree to hand over their Inspectors entirely to the Local Authorities, which is what the Canon would wish, although at one time the proposal

seemed to have a chance of being adopted. Naturally, the Inspectors themselves would be opposed to such a change. On the grounds of public policy it is well that the inspectorate should be absolutely removed from the slightest possible suspicion of being tempted to prophesy smooth things for the sake of retaining their posts.

MR. R. F. CHOLMELEY adds two interesting communications in the *Times* to the "sleep-at-school" controversy. In the one he rebukes Mr. Page for assuming that anything that affects a boy's life can be outside the purview of a house master, and he looks forward to a time when it may be generally recognized that the proper work of a house master may be a good deal more than can be managed in the spare time of a hard-worked teacher. The contention is absolutely true; yet the solution of the difficulty is not an easy one. The house master has so many duties, and needs to possess so much specialized knowledge, that it would seem at first sight that he might well be relieved entirely from the work of teaching. But the life of the house is so bound up with the life of the school that great loss would result from an attempt to dissociate a house master altogether from the work of teaching. Mr. Cholmeley's other contribution is an apposite suggestion that nowadays a boy's life is so completely organized that he gets no time for rest or repose during any part of the day. Muscular effort produces mental fatigue; but this fact appears to be overlooked in school life, where a boy is supposed to rush from the football field into Latin prose. Some repose is essential, and boys are compelled to take it in the form room, choosing, of course, the opportunity when they are in charge of a not too severe or stimulating teacher. Hence, perhaps, the reason for the cry of a want of intellectuality in our public schools.

PROF. CLIFFORD ALLBUTT is nothing if not paradoxical. In his address to the Classical Association he was determined, like the Fat Boy in "Pickwick," to make their flesh creep. He began by telling them that no language could live as a dumb thing in a book, and that nothing but prejudice and convention could have blinded classical teachers to this obvious fact; and he ended by admitting that Greek was to us an unpronounceable language, and, therefore, non-existent except for scholars and specialists. The very object of the Association, as the chairman the next day expressed it, is to make Greek not a luxury of the erudite, but a living force in the community at large. But, while we hold with Mr. Butcher rather than with Dr. Allbutt, we sympathize largely with the plea for speaking Latin. There is no reason why, at least in the early stages, the oral method, that has wrought such wonders in modern language teaching, should not be applied to Latin. Yet even here we think that the physiologist exaggerates. Without disputing "the predominance of the function of speech in its phylogenetic derivation," we deny the fact that "the child in the nursery who speaks a foreign language with his *bonne* does not forget it, or can recall it without difficulty." Indian-born children who for the first six or seven years of their life have spoken Hindustani as their native tongue forget in a year or two every word, and are not helped by phylogenetic derivation in reacquiring the language at a later stage. We have known Siamese educated in England after six or seven years unable even to understand Siamese when spoken to them.

THE President of the Private Schools Association stated at the annual general meeting that legislation in favour of private schools was now generally regarded as within the range of practical politics. We

Private Schools. do not quite know what legislation is either possible or desirable; but we feel sure that the powers possessed by Local Authorities to encourage private schools might be more actively exercised. Pupils educated at private schools ought, in our opinion, to be eligible to compete for the county scholarships that lead from the school to the University. The ground on which these scholarships are given is not that a particular type of school should be protected or encouraged, but that the most promising candidates in the area, who would otherwise leave school in order to begin at once to earn their own livings, should have opportunities provided of continuing their education. It seems fair that a candidate for such a scholarship should be elected on merit alone, without reference to the place of previous education. If the private school is inefficient, and the public school efficient, it follows that the candidate from the latter will have the greater chance in the examination. But, if a parent for any reason prefers a private school for his child, it is not fair that he should be thereby deprived of the opportunity of a University education for his child at the public cost. He also is a ratepayer as much as the parent who uses the public school.

THE speakers who dealt with the subject of physical training at the North of England Education Conference were divided in opinion as to the relative value of military drill and games. The best plan, no doubt,

Physical Training. is a combination of the two. Mere muscular exercise, unaccompanied by a feeling of enjoyment, is not truly recreative. Games have an advantage, in that they are generally enjoyed. On the other hand, in large town schools, and for less privileged schools, space for games is more difficult to acquire. In such cases second best must not be despised. One speaker objected to military drill, on the ground that we do not want to make soldiers. This is a wide-spread feeling, and one in which we share. We do not want to encourage unduly in schools the spirit of militarism. But the more serious objection to military drill and to training in rifle-shooting is to be found in the difficulty of maintaining an interest in these pursuits. Lord Roberts would base the interest on patriotism, but it may be doubted whether such a motive would be found active, except while the idea is new, or in moments of national excitement or danger. A few boys will take keenly to rifle-shooting, just as a section is devoted to the gymnasium; but the rather dreary waiting for one's turn is a severe check to enjoyment. Where funds and space are ample the best plan is the one that we understand is to be introduced at Eton, by which every boy will pass through a period of instruction in rifle-shooting, while the usual games continue as before.

THE vote of the I.A.H.M. declining to refer proposals for a Federal College to a special general meeting—virtually to the executive of the Association—is a serious set-back to the movement. As the Association has been the originator and chief

The Federal College. promoter of the scheme, this means postponement for at least another year. In spite of this check the Federation Committee have met and drawn up a draft constitution on the lines indicated in our last number. It is to us astonishing that one practical measure towards attaining the objects aimed at has not been even broached—

we mean the amalgamation of the Conference and the Association. The distinction is purely a social one, and there is no reason why the Conference should not continue its existence as a year-end dining club. We would throw out another suggestion. Why should not the Head Masters, whether combined or in two bodies, follow the example of the N.U.T. and run a member or a brace of members? They would thus be able to speak with their enemies in the gate, Government Inspectors, Local Authorities, and Inland Revenue. And there can be little doubt on whom their first choice as a candidate would fall. What better spokesman could they find than the orator who pleaded the cause of federation before the Assistant Masters?

THE Medical Officer of the London County Council schools is doing a public service in calling further and urgent attention to the matter of teeth. Soft food and

Teeth. hurry are the two chief enemies to be combated. If, owing to the slushy nature of the nourishment, the teeth get little chance

of active work, they remain undeveloped, and decay, just as an arm would do were it fastened to the body in such a way that the want of movement prevented the blood from bringing nourishment to the muscles. Life in towns, where we try our best to live up to the American standard of "hustle," has also much to answer for. Food, generally served in a pulsome state, is swallowed without allowing the teeth to perform their proper function. Compare the agricultural labourer, who quietly and steadily munches his dry bread and cheese, with the town boy, who washes down unmunched bread with copious draughts of tea. There can be no doubt which of the two is better nourished, or which has the better teeth. Our forefathers, who rolled tiny sips of Madeira on their tongues until they had extracted all the flavour, were wiser than the modern who gulps down his whisky almost without tasting it. It is natural to eat and drink slowly, and to enjoy taste. Give a child—not overfed—a single lollipop, and it will eat slowly, and with evident enjoyment. Put a box of the same before it, and a desire to eat as many as possible before the box is taken away results in rapid swallowing, inefficient mastication, and indigestion. Bite!—Mr. Gladstone's thirty-four bites—should be the parent's constant cry at meal times.

LORD WILLIAM CECIL (*Times*, January 2) appeals to Churchmen to save the Christianity of the rising generation by returning a Unionist majority. The new Government, he assumes with good cause, intend to abolish tests for teachers. But, he added, if a teacher of religion does not satisfy the double test of knowledge and faith, his teaching must, to say the least, be inefficient. Did it never strike Lord William that his argument is double-edged? It is only to head teachers that the test now applies. It follows by his own showing that, under the present dispensation, four-fifths of the teachers of religion in Church schools are inefficient.

IN the same column of the *Times* there is a letter from the Rev. C. Baumgarten, who poses as a Liberal and a Welshman. Unlike Lord W. Cecil, he is not satisfied with the Act of 1902, and desires to see it amended in a Liberal sense. The Government are bound to provide univers-

A Clerical Faith-healer. ally religious teaching in accordance with the wishes of the several parents, and, if rates are still levied for the maintenance of that "moral master," undenominational religion, his Liberal principles will compel him to turn passive resister. There is no arguing with such individualism run

mad which masquerades as Liberalism, but we may suggest a parallel. The State provides medical inspectors, officers of health, Army and Navy doctors. By a parity of reasoning it is bound to appoint homœopaths, faith-healers, and herbalists to suit the idiosyncrasies of its several subjects, and every Liberal should protest against "the intolerable burden" of allopathy.

WE noted at the time certain changes proposed by Mrs. Ussher in the *Hibbert Journal* for the improvement of religious teaching and worship in public schools, and it is instructive to know how far they commend themselves to the new Head Master of Eton. His reply, however, is mainly negative, and adds little to our information. He declines to take Mrs. Ussher seriously: she is discussing moral teaching, not religion, and to argue without a common basis would be a pastime "a *délassement* already provided by golf." Even her suggestions for the reform of public school worship cannot be entertained. "They do not pretend to teach fidelity to the Church formularies, and therefore cannot be acceptable to those parents and schoolmasters who regard this fidelity as an essential equipment in a Christian's equipment." "The proper meaning of worship in a school chapel is not the improvement of good conduct, but to pay honour to God." The opposite view is set forth in "Almond of Loretto," reviewed in another column.

EVERYTHING in the United States—railway accidents, fires, strikes, and charitable foundations—is on a larger scale, and we see, as through a magnifying glass, our own defects and virtues. "Hazing" is the American equivalent of our "ragging," and Mr. A. Maurice Low, the Washington correspondent of the *Morning Post*, reports from Kenyon College a case of "hazing" which beggars all the brutalities of Woolwich and Sandhurst—now, let us hope, a thing of the past. The story in brief is that a student, as part of the initiation into one of the secret societies known by Greek letters which are a characteristic feature of American undergraduate life, was left bound to the rails of a railway line, and mangled by a passing train—a special, for which the initiators had not calculated. Three years' imprisonment with hard labour would not be too severe a sentence for such diabolical thoughtlessness; but the worst feature of the case is that the College authorities sought to hush up the matter, and, when the coroner was not to be hoodwinked, to screen the offenders. Mr. Low reports brutalities almost as fiendish that have occurred at the Naval Academy, and tells us that a Bill was actually passed in Congress, and signed by President Roosevelt, reinstating cadets who had been expelled for "hazing," in violation of the oath that every cadet has to take on entrance that he will not "haze." "Boys will be fiends" appears to be the American version of "Boys will be boys."

SIR WILLIAM ANSON'S sentiments as President of the Association of Technical Institutions were admirable, but, if we may say so without disrespect, too much like a copy book. "Education does not consist of laboratories and a curriculum, but of teachers who can teach and students prepared to learn"; "The multiplication of subjects is a weariness of the flesh—'Non multa, sed multum'"; "The teacher must understand the technique of teaching"; "The one thing needful is a diffused belief in education." Admirable headlines, but the virtue lies in the application, and we should have preferred to hear what

the late Government had done for the training of teachers, for improving their status, for ridding students of the many-headed monster of examination. There is more comfort in Mr. Lough's prophecy that ten years hence the Board of Education would be the chief spending Department of the State.

THE first administrative act of the new Government has been to recall the minute for decreasing the grant for children under five in public elementary schools. This decision, it is stated, involves a reconsideration by the Board of the manner in which some measure of relief can best be afforded to those areas where the burden of the education rate is specially heavy. This is a welcome announcement. We protested at the time against the monstrous injustice of robbing Peter to pay Paul.

MRS. HUMPHRY WARD, writing in support of her son's candidature, denounces the forthcoming Education Acts Amendment Bill, so far as outlined by Mr. Birrell, as "grotesque in its injustice," and has no doubt that the rent to be paid for Church schools will be "calculated in a vindictive spirit." She agrees with Mr. Lathbury in deeply regretting some of the provisions of the Act of 1902—to wit, the giving to the ratepayer the partial control and management of voluntary schools. We regret to find so distinguished a writer so utterly in disagreement with ourselves, and we are compelled to add that this *præjudicium* does not show the sweet reasonableness that we should have looked for in a relative of Mr. Matthew Arnold, nor the sympathy with freedom of thought which we admired in "Robert Elsmere" and his prototype, Mr. J. R. Green.

LOCAL AUTHORITIES.

THE report of the Principal of the Huddersfield Technical College shows that the governors are carrying out the suggestions contained in Prof. Sadler's "Report." In the past higher and more advanced work has been rendered difficult by the number of students who have been either too young or insufficiently prepared for the studies they wished to pursue. With regard to the day school attached to the college, the governors decided to admit no fresh scholars. Consequently the first-year batch has already disappeared, and in the following session there will be no second-year. Scholars intending to become pupil-teachers are now educated at other schools in the town, and will not come to the college until the age of sixteen. With regard to the evening work similar changes have been made or are in process of being carried out. The evening continuation school that had been attached to the college has been discontinued. Students who are not qualified to take advantage of the special courses must go to continuation schools established by the Education Committee. But the governors have instituted a preliminary technical course and a preliminary commercial course for students who have passed with credit through the higher standards of an elementary school or have attended one of the higher evening schools through the preceding winter. Freed from the dead weight of ill-prepared students, the work of the college ought to go ahead gaily.

WE learn from the minutes of the Central Education Committee of the Wiltshire County Council that the managers of one of the elementary schools in the county have been informed that, unless an assurance is received, given by formal resolution of the managers, that in future no children will be taken to church during school hours, the Committee will consider the advisability of refusing to maintain the school. On the subject of the cost of training pupil-teachers the following important resolution was passed, in support of a similar resolution passed by the County Council of Somerset:—"That the Board of Education and H.M. Treasury be informed that the Committee are of opinion that the present grants are inadequate for the instruction and training of rural pupil-

teachers, and also that the Committee are of opinion that it is desirable to maintain the supply of teachers from the country in order that rural schools may be largely staffed by teachers drawn from the country." In reference to the Marlborough Grammar School there is a proposal to reconstitute the governing body by adding five representative governors, to be appointed as follows:—two (both of whom shall be women) by the Wiltshire County Council; one each by the Marlborough Technical Education Committee, the Pewsey Rural District Council, and the Ramsbury Rural District Council.

THE Warwickshire Education Committee has issued a neat little handbook, of a size convenient for the Councillor's pocket, containing statistics of the higher and elementary education of the county, together with a summary of the work accomplished during the two years preceding publication. There is an interesting point as regards public schools for girls. Of these there appears to be a serious deficiency. The quickest, and, we may add, the cheapest, way of supplying this deficiency seemed to be to enter into relations with some of the private schools for girls already in existence. After inquiry and investigation it was decided to recognize provisionally the following schools:—the Collegiate School, Leamington; the Convent of the Compassion, Olton; The Laurels, Rugby; Arnold High School, Rugby; and Allerton High School, Sutton Coldfield. The importance of this step justifies us in giving the full list of the advantages extended to these private schools. They are: payment of school fees of pupils intending to become pupil-teachers; tenure at the schools of minor county scholarships; tenure at the schools of pupils intending to become uncertificated teachers; loans of books and other objects; lectures on educational subjects; aid in instruction in physical exercises; and "other assistance useful to the school, and within the power of the Authority to accord."

THE Twopenny Rate. It has been clear from the first that a rate of 2d. in the £ for the purposes of higher education would prove quite insufficient for Authorities that endeavoured to exercise fully their powers under the Act. Unless and until the Treasury can be induced to allow a much more generous contribution towards the cost of the preliminary training for teachers in public elementary schools, the greater part of the rate must go for that purpose, leaving comparatively little for the general development of secondary and technical education. We do not think any one can accuse the Local Authorities of extravagance in the matter of higher education. Everywhere there are demands for more money for secondary and technical schools. Certainly these, in comparison with the public elementary schools, are to some extent starved. It seems certain that the Local Government Board will soon have to deal with requests from many parts of the country for permission to raise a higher rate. The county of Lancashire, in its estimates for the coming year, has already exceeded the limit by $\frac{1}{4}$ d., and it has been decided to apply for power to increase the rate up to 3d. in the £, in view of the fact that the cost of secondary education must go on increasing.

THE West Riding Education Committee has decided to take another step forward in the movement towards gaining full control of the non-provided schools. The following resolution has been carried:—"Inasmuch as the managers of certain non-provided schools have thus far failed to carry out the reasonable requirements of the Local Education Authority relative to the repair or improvement of their schools, resolved that, in the continued failure of such managers to carry out such requirements, the Accommodation and Attendance Sub-committee be empowered to take the necessary steps for giving statutory notice of the intention to provide new schools and for the provision of new accommodation." Mr. C. D. Nicholson, who stated that he spoke as a friend of the non-provided schools, said that the managers had received reasonable notice and had had sufficient time to make the necessary alterations. He did not see that they had any excuse for delay, and, if they had been dissatisfied with the demands of the Education Committee, they could have appealed to the Board of Education. It was also stated at the meeting that the amount received by the schools in question from the State (in the form, we suppose, of building grants) was £59,426, and the amount received in voluntary subscriptions £127,790.

THE Geographical Association's Annual Report for 1905 states that the number of members is now 503—an increase of over 50 on the last year. Several local branches have been formed. The organ of the Association, the *Geographical Teacher*, has grown in interest and circulation. The catalogue of lantern slides which the Diagram Company were to have issued has been delayed, but a large number of view slides can be borrowed by members.

A SCHEME OF GEOGRAPHY TEACHING FOR THREE YEARS.

By W. EDWARDS, M.A.

THE teaching of geography in England is too often thoroughly unsatisfactory. Great efforts are made to fill boys' minds with dry-as-dust lists of names of capes, rivers, and counties, varied by the heights of mountains and statistics of population. Too much importance is attached to unimportant details, general principles are neglected, and it is but rarely that any attempt is made to organize the work according to a progressive scheme. The fault in the last case rests often with the Local Syndicates and other examining bodies, and conscientious teachers are compelled against their will to adopt with their senior boys schemes of work which do not form a suitable continuation of those followed in the case of juniors. Most examinations prescribe a special portion of the world as their geography subject, and it frequently happens that boys leave school with a fairly detailed knowledge of a few countries but with an appalling ignorance of geography in general. This evil could be remedied to some extent if an introductory course of general geography were followed in the lower school by boys who have not to be presented for any of those public examinations to which schoolboy flesh is heir. Those entering the junior school at nine or ten could work through a course lasting over three years before they undertook the special work required for any examination; and, if two periods a week were allotted to geography, it would be possible to obtain a very fair foundation of general knowledge on which the later special work might be based.

Of the two hours a week available in the first year one might be devoted to teaching how to draw and read maps of England and the other to general physical geography. The first step in map drawing would be the construction of a plan of the classroom which should be drawn to scale, and this task will be rendered easier if the art master gives at the same time some lessons in drawing to scale with squared paper. The position of the tables and chairs should be indicated, and thus boys will get an idea of the meaning of a plan of a horizontal surface. By making plans of the walls an idea will be obtained of the use of a plan to represent a vertical surface, and this will make it easier for boys to understand the method of indicating mountains on a map. The plan of the classroom should be followed by plans of the school and playground and of the most important streets in the town. If a plan were also made to represent the journey from the home to the school, the value of this part of the work would be greatly increased, but it is obvious that this would be a difficult matter in the case of boys living at a distance. The starting point of geography will be the school. Then follow the home and the places between the home and the school. Maps of the immediate neighbourhood of the school might then be constructed, and, if relief maps of the district could be modelled in clay or plasticine, an excellent start would have been made. Such work postulates a sound knowledge of local geography on the part of the teacher, and by making the knowledge of the scholar the basis of the instruction it lays the soundest of foundations for future work. The Ordnance maps will be most useful at this stage, and it would be well to use both the map of the parish with a scale of twenty-five inches to the mile, and the map of the county with a scale of six inches to the mile. If the classroom has been drawn to a scale of one inch to a foot, the boys should have a fair idea of drawing to scale by the time the local map has been made.

Ample opportunity will be afforded in this early part of the course of giving the boys certain standards of measurements to which frequent reference might be made later. The width and height of the classroom, the length of the playground, the meaning of one mile, the distance from the railway station or general post office, the height of the nearest hill, and the population of the town might be learned as occasion arose. The scholar's power of observation will have been exercised in the construction of these plans and his power of imagination will be used to understand the direction of local streams, the difference in size of the town and its neighbouring villages, the importance of rivers for commerce, the meaning of local place-names, and the reasons for the position of local industries.

The next step in the course is the consideration of the county in which the school is situated, and this constitutes an import-

ant departure. Up to this time the subject has been mainly physical geography. With the county we get the beginning of political geography, and this involves the new conception of arbitrary division. In studying the county the leading features should be carefully considered, but it is most important that the clearness of the general picture should not be obscured by multiplicity of details. A competent observer states that the great attention given to the details of the canton sometimes prevents Swiss boys from gaining that sense of proportion which is so important in geography. The details selected for consideration must be typical, such as the general lie of the county, the importance of the chief rivers and mountains, the industries of the country districts, of the inland towns, of the seaports, the difference between industrial towns and cathedral cities, the importance of well known castles and abbeys.

It will be impossible in studying the county to rely upon the child's own knowledge, as when local geography was studied, but frequent use must be made of the wall map, the atlas, and, above all, of the relief map of the county. The relief map must be used to supplement the wall map, and the judicious use of both, following the previous training already indicated, should enable a boy to form a fairly accurate idea of the physical features of his native county, and should, at any rate, save him from the mistake of the luckless youngster who thought that mountains were "centipedes wriggling across the map."

Map drawing is often of very little educational value. Boys are frequently required to draw a map as a preparation for a lesson in the geography of the country in question, and frequently the whole of the country has to be drawn. A good teacher requires no map until the subject has been thoroughly explained, and before drawing a map of the whole country the leading features should be drawn separately. The function of a map is to sum up details already given, to show the relation between the whole and the parts which have been already studied separately. "Map drawing should be a constructive exercise and not mere copying."

The lessons devoted to local geography and to the geography of the native county will afford opportunities for the exercise of the inductive method in making definitions. The system often adopted whereby the scholar learns by heart the definition before he has gained any knowledge of the thing defined is to be deprecated strongly. Boys should be encouraged to make their own definitions, and the definitions generally accepted should be taught only after the ideas involved have been worked out by the boys themselves. The definition then comes, not as a statement of an unknown fact, but as the best form of expressing a truth already well understood.

By the end of the second term of the first year the boys will have gained a fair knowledge of their own county, and in the third attention should be directed to the geography of England and Wales, and the scholars' outlook will be broadened by the consideration of a wider subject. But we must not lose sight of the wood for the trees, and the lists of capes and rivers, of counties and county towns which some of us learnt in our early days need not be inflicted on our more fortunate successors.

The chief mountain chains, the most important rivers, the position of a few of the leading industries, will afford sufficient material for this term. But the teacher must remember that the great question of geography is not What? or Where? but Why? and the boys must be led to consider some of the simplest questions arising from physical features and local position, such as the part played by the Cambrian Hills in the struggle for Welsh independence, the importance of the Thames, the reasons for the greatness of London, Liverpool, and Newcastle.

The second hour devoted to geography in the first year should be used to give the boys general ideas as to the shape of the globe and the results of the movements of the Earth in causing day and night and the seasons; the atmosphere; forms of moisture; the action of winds and ocean currents; the conditions that prevailed in the glacial and later prehistoric periods. This is not a difficult matter, and much may be done with the simplest apparatus. The use of a globe and a lighted candle in a darkened room will greatly help to explain the succession of day and night owing to the diurnal motion of the Earth. Evaporation and condensation may be illustrated by the drying of damp cloths and by the moisture running down

the window-panes in a hot room; and the form may perform simple experiments such as the measurement and registration of the varying length of the shadow of a stick at noon for one, two, or three months, and the registration of the reading of a thermometer.

The work in the first year will be mainly independent of text-books, and notes taken by the boys should render any text-book unnecessary. But an exception may be made in the case of "The Child's Geography," by Mr. Barrington Ward, published by George Bell & Sons, which will render the instruction in physical geography more efficient, and the use of appropriate books for reading is desirable. Messrs. Arnold & Co. publish a series of Local Geography Readers, which seem specially adapted for this work, and of these "The Story of Yorkshire" and "The Story of the North Country" deserve particular mention, although they are somewhat difficult for very small boys. Two or three books included in Stead's "Books for the Bairns" could be used to supplement the teaching of physical geography, such as "From January to December" and "A Story Book of Country Scenes," and Miss J. B. Reynolds's "Word Pictures and Problems" contains many excellent pictures.

In the second year the lessons available should be devoted to a more detailed study of the British Isles, while the general geography of Europe may be made the subject of lessons in reading. The wider scope of the British Isles will admit of the consideration of the importance of place-names. The boys will be told that names ending in "chester," "ham," or "by" indicate respectively Roman, Saxon, or Danish occupation. The syllable "dun" suggests that the nucleus of London was an old British fort placed upon an eminence. In his book on "The Scenery of Britain and the Causes to which it is due" Lord Avebury points out that no less than seventeen towns (like Winchester) are built on the sites of ancient fortifications, twelve (like Exmouth) at the mouths of rivers, twenty-five (like Bideford) at fords, and eight (like Tonbridge) near bridges. He therefore concludes "that our ancestors did not avail themselves of bridges until a comparatively recent period of our history." Another interesting and instructive question is the connexion of certain industries with particular places, and the necessary explanation should be given where possible. The position of London is important, for it lies at the highest portion of the Thames that can be reached by ocean vessels and the lowest that can be bridged. Their proximity to the Continent led to the rise of the Cinque Ports, and the woollen industries of Norfolk owed much to their nearness to Flanders. The development of steam power accentuated that tendency to transfer the woollen trade from Norfolk to the West Riding which the restrictions of the Norwich guilds had started. Consideration should also be given in this connexion to the water supply (for example, the importance of the hard water of Burton in the brewing of Bass's ale) to the use of water power and water carriage; to railway facilities, to the presence of minerals, the neighbourhood of a port, and the influence of physical features.

The study of Europe will afford opportunities for considering differences of religion and forms of government; differences of vegetation, industry and national characteristics due to differences in climate.

The limitation of time will prevent the teacher from devoting one hour a week to physical geography, but there will be ample opportunities of dealing with glacial action in the British Isles and Switzerland, with the effect of denudation, and with the action of the ocean on the coasts of Great Britain and Norway. A good teacher will not rely upon any text-book, but Geography Readers will be of great use and Messrs. Blackie's "Europe" has been found of particular value. If the form library contains a judicious selection of the works of Jules Verne and Henty, the teacher's task will be rendered easier.

If possible three periods a week should be devoted to geography in the third year's course, and of these two should be given to a more detailed study of Europe and the third to the geography of the British Empire. This will enable the teacher to give a much broader treatment of the subject than was possible in the earlier stages, and some attempt should be made to deal with historical as well as geographical questions. Some idea may be given of diversity of national growth as shown by the examples of Great Britain,

Where freedom slowly broadens down
From precedent to precedent;

of France, with its premature centralization resulting in the

French Revolution; of Germany, where the Mark of Brandenburg became the Kingdom of Prussia and the King of Prussia became Emperor of Germany; of Russia, still concerned with questions of land tenure, of feudal oppression, of peasant right, just as England was in mediæval times. The consideration of the British Empire will afford opportunities for referring to such early explorers as Drake and Raleigh, to great colonial governors, Warren Hastings, Dalhousie, and Grey; to soldiers like Wolfe and Clive. Some account might be given of the attempts of the French, Spaniards, Dutch, and Portuguese to found colonial empires, and the reasons for the great success of the British as colonists might be briefly considered.

The study of the British Empire will lead to some knowledge of the continents in which our colonies are found, of ocean currents and tides and their influence on climate and commerce, of the formation of coral islands; and thus the knowledge of physical geography gained in the first two years will be extended.

Other subjects which will arise from time to time are the religions of the World and the attitude of Great Britain to the religions of subject races; the good fortune of Great Britain in securing coaling stations on the chief trade routes; the importance of place names, Quebec and Montreal reminding us of the French occupation of Canada, Gibraltar recalling the Moorish conquest of Spain, Boston and New Plymouth with their association with the Pilgrim Fathers.

"The Voyage of the Sunbeam" is an excellent reading book for boys at this stage, and it is not difficult to obtain a supply of books for the form library which afford, under the guise of travel and adventure, much useful information as to national habits and local customs.

Oral instruction is the only means of teaching geography successfully to young boys, and an epitome of fresh information given by the teacher should be written on the blackboard and carefully copied into the note-book with which every boy should be provided. Maps, plans, and sketches should be drawn in these note-books rather than in special map-books, as by this means it is far easier for boys to grasp the idea of the unity of the subject. It is essential that all work so copied should be corrected by the teacher, and, if this practice were generally adopted, the writing and spelling in our lower forms would be greatly improved. In imparting information the teacher must rely partly upon the intelligent "exploration" of the map, partly upon a rapid succession of questions and answers following a brief statement of new facts. Questions should be so framed as to compel thought and to appeal to the scholar's reasoning powers. Every answer, at any rate in the case of younger boys, should consist of a complete sentence which must be something more than the rearrangement of the words of the question, and so must involve the exercise of the scholar's constructive imagination. The greatest care must be taken to convey clear ideas, and for this it is essential to limit the number of details. Many teachers make the mistake of "leading their pupils into the search for alluring details instead of teaching just enough facts for the purpose of clear and simple generalization."

A NEGLECTED ASPECT OF COMPOSITION.

It has been said that English, though generally considered the easiest subject, is in reality the most difficult one to teach as it should be taught. And composition after its early stages is the most difficult branch of English. It is generally considered that the subjects for composition should be objective rather than subjective; that essays should be given on historical, literary, or scientific subjects. The chief aim of composition is looked upon as being to teach the logical arrangement of facts, and the best manner of expressing ideas: more attention is given to the style than the matter of an essay. All this is good in its way, and at the proper period, but when the above aims have been achieved there is another aspect to the teaching of composition, which is too often neglected.

"As it should be taught" the aim of composition lessons, after the art of building up sentences and connecting them has been mastered, after the value of taking trouble over the form in which ideas and facts are expressed has been appreciated—the aim should then be to arouse thought and imagination. The

raison d'être of composition for older pupils about to leave school has gone unless the exercise has ceased to be mechanical and grammatical, or even rhetorical, and has become a stimulating intellectual and ethical one. In its last stage, when the generally accepted ideas regarding composition have been satisfied, the primary objects of the lesson should be, in ascending order of importance, (a) to strengthen the power of expression (of ideas, not facts) in writing, and, indirectly, in speech; (b) to stimulate, and provide subjects for, the imagination; (c) to cause thought on various subjects which might otherwise never be considered, and therefore to *give* ideas.

Some results of this teaching would be (a) to encourage individuality, and to discourage the commonplace; (b) to bring about, through discussions, that friendly intercourse between teacher and pupil, so desirable, yet so often lacking.

The chief faults in the usual system of treating composition lie in the subjects chosen, in the treatment of the subjects, and in the frequency of the exercises. A great many of the subjects given might be set as exercises in the history, English, or science lessons; and any subject which can be studied from a book, and which requires the reproduction of facts mainly, such as the time-worn "Travelling one hundred years ago and to-day," fulfils none of the above objects. This kind of thing causes pupils to look upon an essay as something external to themselves, as something to be "got up" instead of "thought out."

With regard to the frequency of the exercise, at least three, if not four, lessons should elapse between each essay. The pupils need from one lesson to the next to think about, and discuss, the subject. The notes for the essay should be made out under the teacher's guidance, though not under his direction. When the exercise has been written and corrected another lesson should be taken up in criticizing and discussing the work sent in. • The habit of giving the pupils an essay to write every lesson precludes thoughtful-expression or imagination.

The choice of subjects should depend on what the pupils are, and should be such that the subjects touch the lives and interests and opinions of the class. The essay ought not to involve search in books or newspapers, but searchings of mind and heart. What has been gathered from outside is not what is wanted, but what has come from within. The great thing is to get the children's own personal private opinion. They have one; for young people think far more than their elders think they do, but they are extraordinarily sensitive over their thoughts. It is a comparatively easy matter to teach the young idea how to grow, when it has once been wooed above ground. And the usual composition exercise, like the usual educational system, gives little opportunity, and less encouragement, to the expression of individuality. We are so much of a pattern nowadays that it is a positive relief to meet any one who is different from other people and is not afraid of showing it.

The way in which the teacher treats the subject and the aspect of it which he presents to the pupils are no less important than the subject itself. This treatment and aspect should be as negative as possible; that is, it should *give* very little, and make way for the children to give of their own. Let them write *anything* at first so long as it is their own. Let them feel that whatever they write will be appreciated and not ridiculed—that it will be read by a friendly critic. Of course faults in judgment and taste will appear, and, perhaps an excess of frankness: this gives the teacher his opportunity to guide and restrain. As in all other subjects, almost everything depends on the personality of the teacher. Young ideas, just above ground, are sensitive to the most delicate touch, and grow or shrivel up according to the cultivation given them.

A great aid to the expression and cultivation of opinions is a kind of amateur debating society formed in a class, with the teacher as chairman. Let the pupils choose their own subjects—it is better to have, at first, slightly undesirable rather than undesired ones. Here again the teacher's guiding and restraining hand can make itself felt later, but at the start very few pupils will speak, and those will only say a sentence or two. Under careful and sympathetic management the thing will grow, and serve many other purposes beyond aiding the composition. It is not advisable to set the discussions as exercises—such a prospect will be sufficient to freeze any "genial current" of speech—but others suggested by the spoken discussions might be written. The following were among many

chosen entirely by a class of the average age of fifteen:—(1) Should boys and girls mix freely together? (2) Is capital punishment justifiable? (3) If a person does a wrong thing, without knowing it is wrong, is he really doing wrong? Perhaps, if some such debates were held in all senior classes, the future men and women might find other subjects of conversation besides cricket and blouses.

The following are a few suggestions for essays on the lines indicated in this article:—(1) Autobiographies of inanimate objects such as a mirror, a pencil, a drop of water. These will be inane at first, but after seeing one or two examples many pupils will produce really good things. (2) An ideal school. If the real opinions of the writers can be obtained, the teacher may find many valuable unconscious hints. (3) Is it better to be a boy or a girl? (4) Descriptions of school friends without mentioning names. (5) The description of an imaginary picture. This causes alarm at first; but, if some pupils are allowed to illustrate history or poems or to paint landscapes, others will imagine original pictures, which, in some cases, are of surprising merit. (6) The things most worth having—which essay in being criticized will give the teacher an opportunity of introducing ideals.

An ingenious teacher who really cares for the characters as well as the intellects of his pupils can find, with some little difficulty, subjects more suitable for his particular form. Something depends on the kind of class, but most depends on the kind of teacher, and in default of something better, not obtainable under our present curricula, the composition lesson can, in capable hands, become an influential medium for instilling ideas and ideals into our pupils.

E. M. WHITE.

COLONIAL AND FOREIGN NOTES.

FRANCE.

At the Musée Pédagogique the courses that are to give professional training to first year candidates for the *agrégation* (Sciences and Letters) have been begun. The opening session, attended by one hundred and forty students, was presided over by M. Liard,

Training of Secondary Teachers.

Vice-rector of the Académie de Paris. M. Langlois, Director of the Musée Pédagogique, delivered the inaugural address, and commenced by recalling the arguments advanced by the supporters of tradition against the new departure; then in the second part of his discourse he explained why these objections had been overruled, why it had been deemed necessary to give professional training to future secondary teachers, and in what that preparation would consist. Let us endeavour to sum up this second part as briefly as may be. The theory contained in the maxim "*Magister non fit, sed nascitur*," the theory of the teacher by the grace of God or by natural selection, is, said M. Langlois, on the whole sound. Aptitude for teaching is a natural gift. But so are all aptitudes, and notably that for conducting scientific investigations. Education, however, can and ought to assist Nature. Almost useless, if you will, for those who are specially gifted, it is indispensable to others, who form the majority. If it cannot do everything, or even much, it can nevertheless do something. Vainly is it urged that the mere love of a subject will make a man a good teacher of it. The world abounds with learned men zealous for science, but notoriously unable to teach. Nor is it true that teachers learn to teach by teaching; more than one, for lack of warnings and preliminary exercises, has begun with blunders, and has continued in them from force of habit. The thesis laid down by the Prussian Minister of Public Instruction in 1864 is irrefutable: "Scientific culture, in whatever degree, is not the whole of the special preparation requisite for the work of a teacher in secondary schools."

Many persons, continued M. Langlois, strive for the office of a teacher in order that it may serve as a stepping-stone to other careers. Yet at least 80 per cent. of those who enter on it with vast hopes, and without any great vocation, will remain teachers. Something must be done for them—something more than has been done hitherto. But what is that something? It has appeared to the promoters of reform that the *régime* about to be established will triumph over traditional inertia and hostile prejudices only on two conditions. The first is, there must be no excess of zeal. Pedagogy may properly be introduced into the course of University studies for secondary teachers; but not over much pedagogy—only those main lessons of it that cannot be neglected without injury. On the other hand, it is essential to inspire a clear consciousness of the services that a habit of scientific reflection on the

problems of education can render, and a sense of the ends and the dignity of the scholastic profession. The second condition of success is that both the speculative interest and the practical utility of instruction in pedagogy should be evident to the student. It will profit him little if he regards the subject as only one piece of drudgery more. There must be none of the pedagogy that has always discredited the science to finer minds—the pedagogy full of truisms, childish nonsense, and stale scraps of philosophy, psychology, and ethics.

M. Langlois proceeded to set forth what was contemplated. Candidates for masterships in secondary schools are to be initiated into those professional questions of which it is not proper for them to remain ignorant.

This is to be done by means of the practical training of probationers, by means of a special Course and of supplementary lectures. The training for probationers will not be organized for some months. The Course will review the history of secondary education in such a way as to explain the present through its origins. The four sets of lectures parallel to the Course proper will treat of: (1) psychology as applied to education; (2) hygiene; (3) school law and administration; (4) problems of secondary education abroad.

So has a most important reform been begun in France. The practical training for probationers, which is to be arranged in the course of this year, is particularly interesting. The students will be divided into groups, according to the *agrégation* at which they are aiming. Each group will receive from eminent teachers brief theoretic instructions as to the methods of the discipline selected; then, as soon as possible, the students will pass to practice. First they will pay visits to a primary school and observe how collective teaching proceeds. Afterwards they will be attached in sets of three or four to the most experienced teachers in the *lycées* of Paris. These teachers will initiate them into class teaching, and, once a week, will show the reasons of the methods that they themselves adopt. The period of trial for probationers will vary in duration according to the subject or subjects that they are ambitious of teaching.

"It seems to me," said Prof. Sir John Seeley more than thirty years ago, "that the schoolmaster generally confines himself to studying methods and processes of teaching, and neglects the more important question: What should be taught?" We never knew the secondary teacher in England give undue attention either to the methods or to the matter of instruction; just as an army officered mainly with sea captains would occupy itself little with military strategy or cavalry manoeuvres. In France the matter of instruction was the subject of the reform of 1902; now the secondary teacher is called on to study the methods. As our readers will know, we are watching the effects of the earlier movement with curiosity. The latest statistics that have been compiled point to the gradual extinction of Section A (Latin and Greek). We will not trouble ourselves and others with figures, but say simply that, both in Paris and in the departments, the tendency to desert it is strikingly marked. Public favour, which lately inclined towards C, now runs rather towards B (Latin and modern languages). The reservation of Greek for an *élite* is proving, as we anticipated, deadly to it. The Latinless Section D still enjoys considerable popularity.

With respect to this new movement, which has the adequate training of secondary teachers for its object, we need hardly say that we regard it with interest and sympathy. But enough about reforms. Let us end this note with an expression of regret for the death of M. Rambaud, Member of the Institute, and once Minister of Public Instruction. He rendered in his day good service to the cause of education; moreover, he will be known to students of history. He wrote the "*Histoire de la Civilisation française*," and was joint editor with M. Lavisse of the great "*Histoire générale du IV^e siècle à nos jours*." Many French teachers will long retain a kindly memory of him.

GERMANY.

That Latin and Greek composition will be deposed from its supreme place in English education is not probable, so long as Universities and schools hold out their rich rewards of scholarship and prize for attainment in it. Nor would we deny that the practice of it yields profit and delight to many. But education has to consider not absolute, but comparative, values; and it might be well if some authoritative body—let us say the Head Masters' Conference—would set itself seriously to determine what would be the general effect on education in England if the time devoted to classical composition were given over to natural science. Abroad, be it for good or evil, the tendency of the day is unmistakable: it is to give a fuller recognition to mathematics and science at the expense of literary and linguistic studies. An interesting report of a Committee connected with last year's *Naturforscherversammlung* at Meran has lately been issued. It gives adherence to three general

The Modern Tendency.

Death of M. Rambaud.

Tendencies.

What is being done.

principles:—(1) That education in higher schools ought not to be one-sided, not exclusively based either on languages and history or on mathematics and natural science. (2) That mathematics and science are educational instruments of no less worth than languages. (3) That parity of right should be universally accorded to the three higher schools. To the statement of principles particular recommendations are appended. In mathematics no addition to the number of hours is required; but the curriculum should be freed from worthless special studies in order that room may be won for education to functional thinking ("Erziehung zum funktionalen Denken"). In the *Real-gymnasium* mathematics should part with time to science, especially to biology; so that boys may get at least the minimum of scientific knowledge that is necessary for the understanding of modern life. The *Gymnasium*, too, should acknowledge the claims of biological studies; to mathematics it should allot as many hours as does the *Real-gymnasium*. Physics ought to be treated not as mathematical, but as natural, science. The subject should be pursued in such a way as to bring out the general method of winning knowledge in the domain of the experimental sciences. Moreover, the learner must not merely see experiments done: he must be trained to perform experiments himself and to make his own observations. And, "side by side with physics, chemistry and the biological sciences must receive a full measure of regard in the time-tables of all higher schools, as being subjects essential to the comprehension of modern culture. Chemistry is the fundamental science of the substances which compose the world about us. Biology, so progressive in the last fifty years, is the science of life, of the phenomena, laws, and history of the organic world—a science including man himself as an integral element, and awakening human interest in the most various ways. To open a road to the understanding of the relations of world and man, and at the same time to exercise the faculties of observation upon the concrete forms of Nature, seem to the Committee to be indispensable additions to the task of the higher school, which hitherto has cultivated in undue proportion abstract matters of instruction, such as languages and history."

All over Europe the same pleas are being urged in some form or other. Of course, it is to be dreaded that too large a concession may be made to the utilitarian school in education. If we put secondary education under popular control, we may end, if we are not careful, in finding it all "bills of parcels," typewriting, and commercial French. Literature must always occupy a foremost place in any wise scheme of education. But the world is changing about us. Modern science is making its influence felt even in literature. If our boys concentrate their attention on longs and shorts, they will soon be unable to understand the best that men are thinking and saying about them. And it must be remembered that the science gaining ground in German schools is, as we have before shown, science regarded as an instrument of education, and not science as the slave of commerce. If our schools ever cease to be places of education and become vestibules to the shop, we shall have to abandon our wide realm to the nations that can train citizens to be capable of empire.

UNITED STATES.

The evening school, that useful supplement of the primary school and antidote to the baneful education of the streets, seems to prosper unusually well in America. Thus the Brooklyn Evening Trade School was thronged last year, so that the pupils had to be put on "part time." There are, moreover, some twelve hundred young men and women still waiting for admission. The Evening High School and the Evening Elementary School are both reported to be full. In like manner, at Philadelphia the evening schools are steadily growing in popularity. The ages of the pupils that attend them vary in a remarkable degree. The average age is twenty years, but a large number of students are between thirty and forty; 411 are between forty and fifty; whilst 88 have actually exceeded half a century of life. In the foreign quarters of the town whole families, even to the grandfather and grandmother, spend their evenings in getting the rudiments of an English education. Many teachers have learned Italian in order to give instruction to the numerous Italian settlers. So does the school perform its mission to render the American people as homogeneous as may be. So it is proved that, if the evening school will consider the wants of those about it, no compulsion of law is required to fill it.

Much has been said and written in England about Rhodes Scholars; and we ourselves would fain say something more. But we are concerned here chiefly with the reporting of American opinions and news. It is an American authority from which comes the statement that in 1904 five States or Territories failed to qualify a candidate for a Rhodes Scholarship on the Responsions standard, while no fewer than ten failed in 1905. The States failing in 1905 were Alabama, Arizona, Arkansas, Montana, Nevada, North Dakota, South Dakota, Oregon, Utah, and Wyoming.

There is much talk in the United States just now of music, and of the "new muscular education." The latter consists, so far as we are able to understand, in teaching comprehension of music by actual hearing. The pianola has been introduced into several normal schools, where teachers can acquire through this instrument some knowledge of the treasures of music with a view to imparting that knowledge subsequently to their pupils. Again, Harvard has entered into what are called "reciprocal relations" with the New England Conservatory of Music, courses pursued at the Conservatory being counted for the University degrees and University lectures being open to students of the Conservatory. Lastly, the two lady members of the Chicago Board of Education are advocating an extended use of music in the public schools as a corrective to the greediness, the frantic rushing and pushing, and the depravity of city life. Of the benign influences of music we are fully convinced; the pianola, however, must stand on its own merits, not on any recommendation from us.

ORANGE RIVER COLONY.

The Education Report to June 30, 1905, shows that the year was occupied mainly with the endeavour to bring educational facilities within the reach of children living outside of the towns, and with the general organization of the Education Department. It deals, moreover, with two matters as to which our readers will desire fuller information than the newspapers supplied. The first of these is the concordat. Towards the end of 1903 the Dutch Reformed Church, after its failure to obtain certain concessions for which it had been negotiating since the declaration of peace, decided to start its own schools, and a considerable number of such schools were opened throughout the Colony during the following year. This unfortunate division was put an end to in March, 1905, when a conference of representative men arrived at terms of settlement. Under the agreement reached the general supervision of education in each district—which it was decided should be as large as possible—is to be placed in the hands of a School Committee, the bare majority of which will be elected by the public, and the rest nominated by the Lieutenant-Governor. Education at all schools, with the exception of three high schools, will be free, and each School Committee will for the first time since the war be responsible for a local contribution towards the cost of education, the amount of the contribution to be meantime only one-sixth of the total expenditure. School Committees will, subject to certain conditions, have the right of nominating teachers for vacancies, but all appointments and dismissals rest with the Lieutenant-Governor. It was also agreed to introduce compulsory education subject to certain limitations as regards age, health, and school supply.

A later conference succeeded in removing the religious difficulties that had arisen in connexion with the schools. The clause in the Ordinance of 1903 to which exception was taken was one which permitted alternative religious instruction of a dogmatic character to be given by ministers of religion to the children of their own faith during the school hours usually set apart for the teaching of Bible history. All the religious denominations, with the exception of the Anglicans, Roman Catholics, and Jews, objected to this clause, and the Evangelical Church Union, which includes the Dutch Reformed Church, urged that religious instruction in schools should be limited to undogmatic Bible history, to be given exclusively by the teachers. But again a meeting and discussion resulted in an arrangement satisfactory to all parties. It was decided that schools should be opened by the repetition of the Lord's Prayer, and by the teaching of Bible history according to an approved handbook, such instruction to be given by the teachers immediately before or immediately after the secular work of the school.

This provision met the views of the so-called Free Churches. Those who desired the right of entry were met by a provision that for an hour on one day in each week clergymen should have the right, at the request of parents, to get the use of school premises for the giving of definite dogmatic instruction to the children of their own faith immediately after the secular work. In order that children might not come to this lesson fatigued at the end of the ordinary day's work, it was provided that the usual Bible lesson on that day should be omitted and the afternoon session of the school shortened by the time thus saved. The views of the secularists were met by a conscience clause which enables parents to withdraw their children from the school altogether during the time set apart for Bible history.

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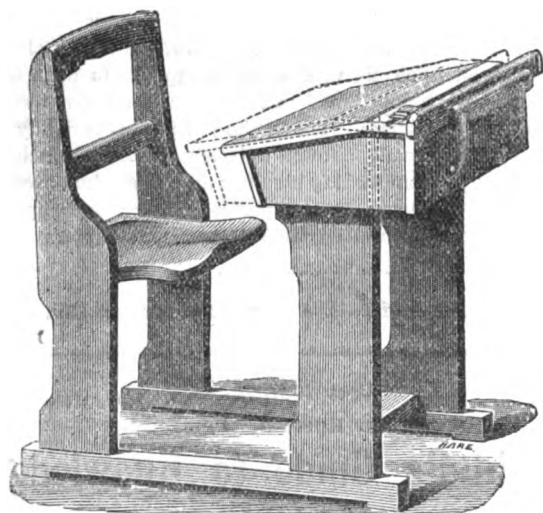
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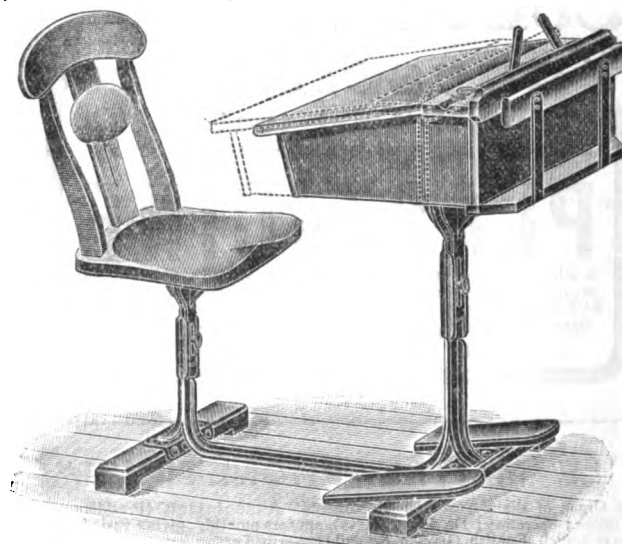
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THE PALL MALL GAZETTE, December 30, 1905.

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SCHOOL ATTENDANCE.

By G. J. HILL.

I HAVE a weakness, for which I apologize, that of trying to make myself practically acquainted with any work with which I am brought into relation. I have another weakness, that of wandering through the slums and ghettos which form the ragged fringe of great cities. I have walked about High Street and Canongate in Edinburgh, Gallowgate in Glasgow, Scotland Road in Liverpool, Ancoats in Manchester, Digbeth in Birmingham, Sneinton Market in Nottingham, Whitechapel in London, the Faubourg St. Antoine in Paris, Bowery in New York. Everywhere the hungry, dirty crowd, without which civilization appears to be unable to exist. Will it ever be so?

Having an afternoon's holiday, I spent it—strange taste—in accompanying one of the attendance officers on his round through one of the most squalid quarters of Liverpool. The work of these officers brings them, of course, into contact with the worst specimens of the poor. Even an afternoon's experience makes the heart sink. The perpetual dirt and wretchedness contrast terribly with the bright blue sky of this warm afternoon of early spring, and one ruminates ruefully how it might have been spent in paying the annual visit to one's old friends—the hazel catkins on the hedge; star buttercup and stitchwort and mercury below them; coltsfoot in the rougher meadows; primroses in moist places; and above, here and there, a thrush, whistling his fullest notes.

Our friend is popular in his district. He combines firmness and tact. He confides to me—not in set terms—that one secret is, while prepared for the worst, to think the best of those whom he visits. I am sympathetic, I think, with the poor, but he required, it seemed to me, all the power of a strong imagination.

As in other departments of scientific research, in looking for a certain result, one unexpectedly meets with another. A visit such as mine throws light upon the question of the housing of the poor, and one concludes that the faults are not entirely on the side of the ground landlord. Bad tenants repeatedly move or "flit." The best reference for a landlord is a satisfactory weekly rent-book; the bad tenant borrows a friend's

satisfactory book, and shows it to the landlord's agent (who later on discovers his mistake) as her own. Balustrades, paper on the wall, any woodwork will be pulled down for firing. After a few weeks, rooms will be left in filthy condition, to be renovated for, possibly, a similar tenant. The furniture may consist of little more than a box or two. "Flitting" is not a difficult process, and, in some cases, at least, rent can be obtained on Monday morning by threats and bullying only. The rent collector is not always a popular character.

In this connexion it is curious to remark that, while the surrounding houses, even to their cellars, swarm with occupants, not one of a row of good cottages erected by the Liverpool Corporation is let.

The following are one or two characteristic tales, told me by the way. The attendance officer called at a house one Monday morning. Almost immediately upon knocking thereat, the door flew open, discovering a gigantic Irishman brandishing an axe. After glaring upon our friend for a few seconds, the tenant exclaimed: "I beg your pardon, sorr, I thought you was the landlord."

The poor in Liverpool are very clannish, and live strictly in districts according to nationality or religion. We are upon the border of an Irish Roman Catholic district, but just out of it, only an occasional straggler being found in ours. Ours is English, the husbands nearly all dock labourers or seamen (firemen and the like), and one peculiarity of the women is that, while they will, and do, travel round hawking, they consider it *infra dig.* to go out washing or "charing," or to any service in another person's house, although occasionally some of the younger women may become "step girls."

The officer came one day suddenly upon a party of ladies who were unbending the bow by pelting one another with over-ripe onions, the surplus stock of a lady whose honesty (and the sagacity of her customers) did not allow her to sell it. The proprietress, whose tendency to *embonpoint* prevented her from taking an active share in the game of skill and chance, was seated on the handle of the barrow, much interested in the sureness of hand and eye shown in the throwing of the missiles, only equalled by the nimbleness and agility displayed in avoiding them. One of the players, all flurried, looked up, and, unexpectedly, saw our officer. "Look out; here's a 'tec'!" she exclaimed. "No," said the peripatetic merchant; "it is only the School Board, God save him!"

"Where's Johnny Dash?" said the officer on one occasion. "Well," said his mother, "he broke his leg yesterday afternoon; but he is coming to school to-morrow." "Coming to-morrow?" "Yes; it is a wooden leg," replied Mrs. Dash. It appeared that the boy had broken his wooden leg, and his father, a constructor of clothes-props, was making a new one.

I have, one way and another, in very different parts of England, been brought into relation with the very poor. And, in common with others who have had similar experience, familiarity has produced sincere admiration and respect for the courage, the good temper, the neighbourly fellow-feeling with which many suffer their pathetic condition—which Mr. Booth and Mr. Rowntree have helped to teach us—is less often deserved than we are disposed to imagine.

There are, of course, wasters and undeserving, and certainly the mothers of these bad attendants at school did not appeal to my sympathy. There was one example of a woman who appeared to be genuinely ill, and who had kept her little daughter at home to help her, but, as a rule, the cases gave me the impression of listless idleness, drink, and untruthfulness. Some affected surprise that so much fuss should be made over keeping children away two half-days per week; others disputed the absence. More than one woman had had enough to drink; others showed evidence of drinking habits in their faces, or, as Dickens says somewhere, if they did not drink, they might have brought an action for libel against their countenances and recovered heavy damages.

Here are details of some of the cases. In those of two truants sympathy might be felt for the relatives in charge. The first was a little boy of over seven. His mother was dead. His father had deserted the children. The boy was kept by an elder brother, who was at work, and a sister, a bright-eyed girl, whom we saw at home. The boy is beyond his sister's control, steals his brother's money, and perpetually roams the streets. The attendance officer says he is a persistent liar, and he thinks the most impudent youngster he has

ever met. The next is a boy of nearly fourteen; he has always been a truant, is now in the third standard only, and, being big for his age, shame partly keeps him from attending. His father is a seaman, and he also is beyond his mother's control. The mother is assured that, unless he do attend regularly until he can claim exemption, he will be sent to an industrial school for two years.

At one house, and one only, a girl of "flash" appearance answered the door; at another, on a sympathetic remark to the mother that her six small children all around her (more than one of them afflicted with ophthalmia, the reason of absence from school) were rather a large family, we received the retort that, had she a dozen, it was no business of ours. One lady had arrived at that stage of untruthfulness that, to speak charitably, one might alter for her unfortunate case Charles Kingsley's words upon the swearing Squire Lavington: "It is hardly a sin with her now, I think. She has become so habituated to it that she attaches no meaning nor notion whatsoever to her own untruths." She was what an impolite member of her own sex might have termed a "brazen hussy," yet a woman still young, as, indeed, many of those upon whom we called were. "Why had her boy" (a little fellow, by-the-by) "been away?"—"He had not been away." "Yes, he was away last Thursday afternoon."—"Begging your pardon, he was not." "Oh! yes he was."—"Well, would you send him to school, when his teacher, Miss Bessie, hit him with a stick across the face; you could see the welt if he were here; hit him under the ear with a stick as thick as your middle finger?" "Was the boy at home now?"—"No, he was not." Proof, therefore, was not forthcoming, and the officer told me the recital was a tissue of untruths.

We were fortunate in finding one man only at home. This individual was seated over the fire, smoking, in a room where his better half was wringing out some washing. He was in the condition known as "slightly in beer," and was apparently, like some others of his class, I am disposed to think, somewhat of a public-spirited politician. After removing his pipe and exhorting in the fire, he apostrophized in indignant disdain: "What I want to know is, what do they learn them at these Board schools, do they give them a *good* education?" The officer replied civilly that he was not answerable for the quality of the education, and wished him good day.

At one house that we visited the absentee's near relatives, quite exceptionally, occupied the whole house. This had white curtains to its windows, was clean and sweet, and stood out conspicuously from its neighbours. The officer believed the occupiers were moneylenders. The woman made the excuse that the absent girl went to a private school, and the matter is curious. It appears that a person living in one of these poor houses will open one room, have a few forms and books, and establish a school. Twopence per week, perhaps is charged, and, provided the children could pass the minimum standard requirements of their age, it was doubtful, at any rate before the passing of the Act of 1902, whether such a case could be touched. The temptations of this system and its attendant evils are obvious.

And here, one has the passing thought whether all is well with the attendance of secondary schools, especially with the attendance of private schools for girls. Punctual and regular attendance at school is important for all classes of the community, and it is an open question whether the Local Authority is fulfilling its duty by promoting school attendance—as the Gothenburg system does temperance—among the poorer classes only.

May I add a sentence or two as to cost? Our officer looks after the attendance of two schools, one a Council school of, in all its departments, an average attendance of 970 children; and a voluntary school (Church of England), of 500, roughly 1,500 children. Of course, in more scattered districts, country places, the number looked after by one officer must be much smaller. His salary probably is £80 per year, and other expenses would be moderate at £20. A minimum cost of £100 for 1,500 children, or 1s. 4d. per child. There is, apparently, a serious widespread, deeply rooted fallacy, that the *taxes* do not come from the community, out of our own pockets. I have heard a County Councillor solemnly declare that money in the provision of attendance officers was well spent—because, the school children would "earn" it over and over again in increased grants from the Government. Doubtless the disinclination to

employ the Robson Act in the agricultural counties is due, in great measure, to the loss of grant from diminished attendance which would follow its adoption. But, beneficial as improved attendance is, the increased grant is little more than taking money from one pocket and putting it into another.

TEACHERS' GUILD NOTES.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Master of Downing College, Cambridge (Mr. Alex Hill, M.D.), has accepted the office of President of the Teachers' Guild for the year 1906, in succession to the Rev. J. Franck Bright, D.D., Master of University College, Oxford. Dr. Hill will give his Presidential Address on the occasion of the Annual General Meeting of the Guild in the early summer.

AMONG the representatives of the Universities in the new Parliament are the Chairman of Council of the Teachers' Guild (Mr. S. H. Butcher), senior member for Cambridge University, and a Vice-President of the Guild (Sir Philip Magnus), member for London University.

THE arrangements for the General Conference of the Guild at Sheffield at Eastertide, 1906, are nearly completed. The Sheffield Branch, which received our first provincial Conference in 1889, is making active preparations, and the hospitality of the Branch, public and private, promises to be very ample. A general invitation will shortly be sent out by the Branch, and will show how excellent a welcome they are preparing. The subjects for debate have been carefully chosen, and the openers of discussions have been selected. A preliminary programme of the Conference will be issued with the Branch invitation. Oxford, Cambridge, Cheltenham, Bath, and a few other centres have attractions of their own which no manufacturing city can claim; but great interest attaches to the industries of Sheffield, which can be studied by members during their visit, and the neighbourhood of North Derbyshire, especially of the Peak District, gives the excursions from Sheffield a special charm. The opening of the new University buildings and the reorganization of the secondary education of Sheffield supply new features of interest—the former particularly—as the University buildings will be the home of the Conference.

THE death of Mr. J. R. Langler, a member of our Council for many years, and an ex-President of the National Union of Teachers, on January 8, has deprived the Council of a familiar and much respected colleague, who was also an active member of three of our chief Committees. Mr. Langler was a regular attendant at Council and Committee meetings, and did much to keep the Guild in touch with the problems of primary-school education. He had reached the ripe age of seventy-nine years, and preserved his activity almost to the last.

MR. ARTHUR SIDGWICK has consented to give the third lecture of the session to the Teachers' Guild Education Society in late May or in early June. The spring lecturer has not yet been secured.

MEMBERS of the Guild in London and their friends should endeavour to keep open the date and hour (Tuesday, March 13, 8 p.m.) when Prof. John Adams will lecture to a conjoint meeting of the London Sections, organized by Section C, on "The Art of Forgetting." The lecture will be given in Bedford College, York Place, Baker Street, W. (close to Baker Street Station, Metropolitan Railway).

THE circular giving first notice of the arrangements for the Teachers' Guild French, German, and Spanish Holiday Courses in August, 1906, at the same centres as in 1905 (Tours, Honfleur, Neuwied-on-Rhine, and Santander), is nearly ready.

Preliminary study in preparation for the lectures in the different centres is very valuable, and the announcement of the subject-matter of the lectures and of the books recommended in the circular gives intending students half a year to prepare to derive full benefit from the lectures. The lecturers will be the same as in 1905. Mr. J. W. Longsdon, ex-Chairman of the Holiday Courses Committee and a representative of the Guild in several previous courses, has consented to be the representative at Tours; Mr. E. W. Buck will go again to Honfleur, and Mr. S. de Ste. Croix, Chairman of the Committee, to Neuwied. Don Julian Fresnedo de la Calzada and Mr. E. Beirne, of Astillero, Prov. Santander, will again act as representatives of the Committee at Santander. The circular is sent *gratis* to applicants from the Offices of the Guild, 74 Gower Street, London, W.C.

"HOLIDAY RESORTS JOTTINGS" in the *Teachers' Guild Quarterly*, March, 15, 1906, will give useful hints on travel in Palestine, Greece, and Sicily—three lands of special interest to students of Bible and classical history. The hints will be of a practical character, and, as far as possible, such as are not to be found in the ordinary guide books.

CORRESPONDENCE.

EMPLOYMENT AGENCIES.

To the Editor of The Journal of Education.

SIR,—I noticed, in yesterday's papers, Mr. C. A. Hardy, M.P., submitted to Tuesday's meeting of the London County Council report of by-laws to be supplied to all agencies in London "for the employment of governesses, of domestic servants, or of women in any capacity whatever." He explained that the object was to prevent fraud and immorality. "Sir Melville Beechcroft expressed a hope that it would be made compulsory for the keepers of such agencies to exhibit the by-laws in their offices."

Now as an educational agent, with a governess employment branch, established in London since 1881, I write to protest against compulsory exhibition of by-laws that appear outrageously suggestive of wrongdoing and degrading to any respectable person to have exhibited in a conspicuous place on their premises. By-law No. 10: "No agent shall knowingly transact business with or register any person known to be a prostitute or otherwise of ill-repute, or to be connected with a house of ill-fame." 11: "(c) No agent shall suffer any person of ill-repute to frequent or otherwise use the registered premises, or (d) permit such premises to be used for any improper purpose."

Governesses and private-school teachers are drawn from the educated and cultured classes; is it seemly to class them with domestic servants, and to apply by-laws made for the control of servants' registry offices to offices dealing only with gentlewomen? In Paris, only people whose probity and antecedents will bear the closest scrutiny are qualified for registration as employment agents. Is not a similar qualification in England, rigidly enforced, backed by approved referees acting as fidelity guarantees, what we require? Are not good agents as much needed as good doctors and lawyers? Is not the law for the protection of the innocent and punishment of the guilty? I have always welcomed the prospect of registration, believing it would not only suppress fraudulent agencies, but would guarantee for the registered business dealings that are above suspicion. If it is now considered necessary to exhibit on "registered premises" such "shall nots" as above cited, can registration ever be so interpreted?

I append extracts from clients' letters on other clauses of the proposed by-laws. You will observe that many employers also strongly disapprove the proposed inspection of books at any and every period, deeming such espionage an infringement of the liberty of a British subject, likely to cause needless annoyance and to defeat the object in view. The general opinion is that such inspection should follow only on grave suspicion of malpractice. But, as I welcome inspection, I refrain from comment.—I am, Sir, yours faithfully,

13 Regent Street, S.W., January 25, 1906.

E. S. HOOPER.

THE GRAMOPHONE AS A SCHOOL APPLIANCE.

To the Editor of The Journal of Education.

SIR,—We are much indebted to Mrs. Frazer for her very interesting article on "The Phonograph as a School Appliance." After experimenting with the phonograph for some time, I was invited by the Gramophone and Typewriter Company to experiment with their instruments, a privilege of which I gladly availed myself. During the last

two years I have been enabled to form an opinion as to the value of the gramophone for the recording of the spoken language.

I fully endorse all that Mrs. Frazer says with regard to the importance of the record maker. I have tried various voices, and some failed through lack of volume, others through faulty enunciation. I have heard many records made by well known actors and actresses, and have observed with some surprise how unsatisfactory some have been. The records spoken by Coquelin *cadet* and by Sarah Bernhardt suggest their voices, but are certainly not good records.

Indeed, there are as yet few speech records published by the company which can be considered models; but these are wonderfully good. Given the right voice, and the gramophone is certainly superior to the phonograph; this is not only my personal opinion, but that of all who have had an opportunity to hear both. I have had some records made of spoken English for experimental purposes which I have never heard equalled. It is to be hoped that further records of classical passages from English literature will soon be obtainable. The best published gramophone records in French are by M. Delaunay, of the Comédie Française: he has spoken four of Lafontaine's fables in masterly fashion. Soon there will be a series of thirty-one dialogues, the text of which has been written by Mr. S. Barlet: the records of these seem to me most successful. There are also some very good German records by Amanda Lindner (speeches from "Faust," "Maria Stuart," and "Die Jungfrau von Orleans," and Heine's "Wallfahrt nach Kevlaar"), Josef Kainz (Goethe's "Totentanz"), Otto Sommerstorff (monologue from "Faust"). Two comic poems by Ernst von Wolzogen are perhaps the most perfect German records I have heard.

I am inclined to think that as models, and especially for class use, the gramophone records are the best. There is no metallic ring about them, and the volume of sound is considerable. For the use of the student who wishes to record his own speech the phonograph is alone available; the process of recording on discs is a difficult one, and is kept secret. There is no likelihood of the secret being divulged.

Any one desiring to form his own opinion of the records which I have singled out from the lists of the French and German branches of the Gramophone Company can hear them at their offices (21 City Road, E.C.). The records of Mr. Barlet's dialogues will probably be published before this letter appears.—I am, yours faithfully,

WALTER RIPPMAUN.

JOTTINGS.

THE General Powers London County Council Act passed last Session by Parliament, and which came into force on January 1, affects scholastic agencies for governesses and women teachers. Such agencies must register name and address and may be required to keep books and make entries therein as the Council may direct; they must also admit at any reasonable time the Council's authorized inspectors. Agencies that charge no entrance fee or preliminary payment before the situation procured is entered on are exempted from provisions as to keeping special books. As our correspondence column shows, there has been a lack of discrimination.

THE Minister of Public Instruction in France has decided to admit to primary training colleges English student-teachers (women) on the following conditions:—They will pay 400 fr. (= £16) for the full scholastic year's board and lodging, including holidays, and will be treated in all respects like the French students. They will be required to devote one and a half to two hours a day to teaching English conversationally; for the rest of the day they will be free to attend all college lectures. Candidates must be between the ages of eighteen and thirty, must have passed some University examination, and will be required to show some knowledge of French. Application should be made to the Director of Special Inquiries, St. Stephen's House, Cannon Row, S.W.

Mr. GERRANS and Mr. Matheson on behalf of Oxford, and Mr. Gross and Dr. Keynes on behalf of Cambridge, write to the *Times* to deny that there has been any lowering of the standard in Responsions or the Previous Examination respectively. They might, in confirmation, adduce the unsolicited evidence of Mr. Cookson before the Classical Association that the Greek grammar paper was a burden on the intelligence, not to say the morality, of candidates, and that of the Warden of Wadham, that one third on an average were plucked for Responsions and another third ought to have been plucked.

"ETONENSIS" sends us a characteristic reminiscence of Lord Randolph Churchill's schooldays:—"He was sent for one day by the master of my division, when the following dialogue passed:—Master: 'Late for chapel, Churchill—a hundred lines.' Churchill: 'Thankee,

Sir.' M.: 'Two hundred.' C.: 'Thankee, Sir.' M.: 'Four hundred.' C.: 'Thankee, Sir.' M.: 'I shall send you up to the Head Master.' Churchill departed with the conventional order for a flogging, apparently dumbfounded, with his tail between his legs, but as he closed the door behind him he looked back, and, smiling sweetly, let fly a Parthian 'Thankee, Sir.'"

AT the Incorporated Head Masters' dinner the jest of the evening was made by Dr. Marsh, who responded for the guests. He had been informed that many distinguished guests, including Mr. Birrell, had excused themselves at the last moment on the plea that they were trembling for their seats. He could well understand their anxiety in the presence of that august assembly. "You employ yourselves," he continued, "in planting and nurturing that most graceful of forest trees, and the tenderest and most lasting of my boyhood memories is the afforestation of the Marsh."

SIR PHILIP MAGNUS, in returning thanks after his election for the University of London, announced that the Departmental Committee appointed two years ago to inquire into the working of the Royal College of Science and School of Mines and their relation to cognate institutions had reported in favour of amalgamation. He prophesied that, if their recommendations were carried out, London would soon possess a school of science and engineering in close connexion with the University which would compare favourably with any similar school in Europe or America. Sir Philip, in conclusion, promised to place his advice and experience on educational matters as freely at the disposal of the present Government as if the Unionists had returned to power.

DR. MACLURE, who returned thanks for the officers of the Association, described his search for a Treasurer in place of Mr. Easterbrook. He had appealed to his old friend Mr. Rushbrooke to step into the breach, and Mr. Rushbrooke had replied: "I know nothing of finance, and am a very bad hand at figures." "I showed," said Dr. MacLure, "the letter to my fellow-Secretary, Canon Swallow. He read it, and exclaimed: '*Heureka!* That's the man for us!'"

MR. F. W. BOURDILLON, who responded for the guests at the Modern Language Association dinner, traversed a recent article in the *Journal* condemning the importation of foreign words. He was a free-trader, and held that each language should import the peculiar products of foreign languages. He had been reading Mr. Rose's "Napoleon," which told how the Emperor, when threatened with the loss of the West Indies, exclaimed: "Maudit soit le sucre, maudit soit le café, maudites soient les Colonies!" How far more forcible the imprecation had he used one short English monosyllable!

HISTORY repeats itself, and the remarks of Mr. Crawford in his "Southern Italy and Sicily" (noticed in our "Reviews" of last December) on the Servile Wars throw an illuminative light on the present events in Russia. These wars, he tells us, were not isolated attempts to obtain freedom, to be referred to local causes only. "In times of insurrection and change it often seems as if many movements were directed by one leader, when there is, in fact, no leader at all; but when the national understanding in different parts of the world has been produced by the spreading of an idea which brings about similar results in similar conditions. . . . The instinct of a nation is almost always as unerringly logical as the instinct of a wild animal."

"I HAVE often been amused at the zeal on behalf of 'denominational education' professed for political purposes by men who send their sons to public schools. When I went to Eton there were numerous services in chapel at which attendance was compulsory. Some to which the choir of St. George's, Windsor, came were extremely beautiful. Others merely saved the Head Master from the trouble of calling 'absence'; and there was a 'conduct,' whose lungs, and legs, were such that, if the lessons were short, he could be in a five-court at a quarter past three, after saying 'When the wicked man' at three o'clock precisely. The other recognitions of the Christian faith, about which the Fellows, mostly inaudible, were understood to preach on Sunday, were a lesson in the Greek Testament on Monday morning, 'Sunday questions' answered from books of reference, and 'Sunday private' with one's tutor."—HERBERT PAUL, in *Independent Review*.

"GREAT diversity exists also with respect to the item for education. In Eastbourne it is 3d.; Cheltenham, 4d.; Bournemouth, 4½d.; Grant-ham, Torquay, and many other places, 5d.; London, 1s. 6d.; Oldham, 2s.; Edmonton, 3s.; West Ham, 3s. 2½d. This is in addition to £13,106,129 from the Exchequer for education in Great Britain and £1,402,451 in Ireland. The tendency has been to increased costliness, . . . owing to the insatiable demands of teachers for larger salaries, fewer hours, longer holidays, additional pay for evening classes, and

retiring pensions. When it is remembered that their duties occupy some thirty hours on five days of the week, with about seven weeks' holidays in the year, and pension on retirement, their remuneration cannot be deemed inadequate, in comparison with that of the bulk of professional men and tradesmen."—*Quarterly Review* for January.

THERE are two letters on the same page of the *Times* (January 25) in curious juxtaposition. "Vindex" calls upon the Government to bring in a Bill making it a misdemeanour, punishable by imprisonment, for any one who, "with intent to influence or procure a vote, wilfully or recklessly utters or publishes false and fraudulent statements." Sir Carne Rasch writes of Lord Goschen and "presumably Mr. Elliot and Lord H. Cecil" as "candid friends, who, having stabbed their party in the back and on every occasion rubbed in the salt and split them up, are now alarmed at the monster they have raised."

GENERAL information paper in girls' high school.—"Complete the quotation: 'On, Stanley, on! Were the last words of —.'" Girl fills in "Livingstone." Asked for explanation: "I knew Livingstone had something to do with Henry Stanley."

WE have received from the Moral Instruction League their Syllabus of Moral Instruction and Training in Citizenship, and we heartily commend it to the consideration of teachers, even of those who are radically opposed to the principles of the League. It provides a well considered and carefully graduated course of lessons in morals, and on the necessity of systematic moral training all educators are agreed, however widely they may differ as to the ultimate basis of morals and the methods to be employed.

A PROBLEM for the *Educational Times*:—Draw the graph for "a point which, if continued much further, is likely to arrive at breaking strain."—FRED. DUTTON, in *Times*, January 26.

REVIEWS AND MINOR NOTICES.

Almond of Loretto. By R. J. MACKENZIE.
(12s. 6d. net. Constable.)

This is a happy title for a book which is as much a history of Loretto School as a biography of its founder. The two subjects are in fact one, and Almond is more closely identified with Loretto than Thring is with Uppingham—far more so than Arnold is with Rugby. No better historian could have been found for the task than the ex-Rector of the Edinburgh Academy, a favourite pupil and a life-long intimate of the Head, a schoolmaster who has tested for himself the pedagogics that he learnt at Loretto, and (as this volume proves) a clear and vigorous writer.

There is indeed some ground for the criticism that the disciple overshadows the master. As a fact, we have comparatively little of Almond's authentic utterances, and a very limited selection from the letters of one of the most prolific and voluminous letter-writers of this generation. On the other hand, Mr. Mackenzie makes us feel that he is so inspired with the spirit of his master that we may implicitly trust his exposition of the doctrines. The *Life* is its own justification; but, for the benefit of those who may be doubting whether it deserves a place on their shelf of educational reformers, we will quote a paragraph from the introduction. After a vivid portraiture of Almond as he appeared in his last years, there follows the biographer's apology:

The old gentleman had had no very remarkable success in life from a material point of view. He had been a Scotch schoolmaster all his days, and his school had never numbered a hundred and fifty boys. He had made no figure in general society, and it was only of recent years that he had begun to attract much attention in the great world that thinks (or, at least, writes) on education. But he was one of those original men who have power to break up the barren crust of convention with the ploughshare of new ideas; and when he died a couple of years ago it seemed to those that knew and loved him best, and to some whose professional experience had given them the right to form an opinion, that his life should not be left without a memorial, and, in particular, that the ideas for which he had lived, and the results that he had achieved in the way of realizing these ideas, were worthy of a wider currency than he himself had been able to give them.

Almond was a true evangelist. He preached the gospel of "sanitas sanitatum," and, unlike the inventor of that among other catchwords, he practised what he preached. It cannot be said of him that he was "cradled into poetry by wrong," for there was no spark of poetry in his composition, save the poetry of action: he proclaimed himself a born Aristotelian, not a Platonist. Yet it is true that he "learnt in suffering what he taught." His five years as a Glasgow student, with no opportunities for games or outdoor exercise, nearly ruined a naturally robust constitution, and of his fellow Snell Exhibitioners at Balliol all more or less broke down, and all died young. He himself was saved by boating, and the one great lesson that he took from Oxford—a place to which otherwise, in spite of his successes, he was never attached—was the supreme virtue of open air and exercise. He went back to his native land, which was still lying in darkness, first to practise and then to preach the new gospel. It was an uphill struggle, and in the early years of Loretto he was more than once on the verge of bankruptcy. By his countrymen he was regarded as a dangerous lunatic, and by his own boys as an amiable crank; but by faith and "dourness" he prevailed, and, thanks in a great measure to Almond, cricket and football are now as much at home in Scotland as golf is in England.

Were this all his gospel, he would, to us Southerners at least, be no true prophet. But athletics with him were no end in themselves: he laid no store by personal prowess, and against competition in any form he steadily set his face. The Eton and Harrow match at Lord's was to him, as we happen to know, an abomination.

But it is in matters of domestic economy, of housing, of feeding, dressing, and sleeping, that English public schools have most to learn from Loretto. Thus the field that one great school purchased with the profits of the tuck-shop was to him Aeldama, and the turn-up bedsteads of another famous school he called "whited sepulchres." In this year of grace our Head Masters have discovered that the regulation of a boy's hours of sleep is a question worthy their attention, and they have referred the matter to a Committee. Almond worked out the problem for himself, and the best report that the Committee could make would be a recommendation to carry out the rules given on page 234.

Almond was no fanatic, but he was an enthusiast, and it must be admitted that the swing of the pendulum, the reaction against the sedentary life of the Scotch student, carried him too far, and made him lose the just balance. Not that he exaggerated the importance of physical conditions—that were hardly possible—but he was to some extent indifferent to the intellectual development of his pupils. Reversing the satirist's injunction, he prayed for the sound body, convinced that the sound mind would necessarily follow. His biographer goes, as it were, one better than the master, and actually maintains that athletic distinction in a school is a pretty safe sign of general health and vigour. We have no space to argue, but must be content to pronounce this *ex cathedra* rank heresy. Almond himself was sometimes dangerously near to talking nonsense—for instance, when he assigns as his reason for preferring the classics to modern languages as a school study that Germans are a spectacled and stove-loving race, while the Greeks went bare-necked and bare-footed.

No less important than his physical reforms were the new relations that Almond established between master and boys. That Loretto masters discarded the cap and gown and Loretto boys came to school in flannel shirts and shorts was only an outward and visible sign. Loretto was a true republic, and the Head Master resembled the President of the United States. He was hail-fellow-well-met with his subjects, and no new law was passed that had not first received their general approval. He "whopped" them freely, but they suffered "whopping" gladly; and, if any thin-skinned boy objected to the personal indignity, he would commute the punishment. He considered it his first duty as a Head to study each boy's character, and to make of him, if possible, a personal friend—and, as this "Life" shows, he generally succeeded in so doing. What higher tribute could be paid to a head master? He hardly taught at all—only Divinity lessons—and latterly he spent more than half of the school year at his Highland lodge, taking with him relays of select pupils, and leaving the actual administration of the school to a vice-gérant.

It is a platitude to remark that the ordinary head master

who took Almond for a model would come to utter grief. High ideals, enthusiasm, reasonableness, physical vigour, and a magnetic personality—these are a rare combination of qualities that meet once in a generation.

But Almond, though inimitable, is none the less a shining example. He should teach head masters, and assistants too, that the disregard of the laws of health is a survival of monasticism; that conventionalism is a foe to all life and progress, and should be nipped in the bud; that not only their teaching, but their *ethos*, needs to be humanized. What matters it if Almond smoked with his prefects and helped to set a booby trap for one of his staff, if he thought that a head master improved, like wine, with age, and should reach maturity about eighty (if he wore flannel)? These were harmless idiosyncrasies, and in originality and force of character he outtops most of Mr. Howe's 'Six Great Schoolmasters.'

The Origin and Influence of the Thoroughbred Horse. By WILLIAM RIDGEWAY. (12s. 6d. net. Cambridge University Press.)

It would perhaps be scarcely too much to say that this is an epoch-making book, for here, for the first time, we have a problem, hitherto considered to be one for the biologist and the breeder, tackled by a scholar and an archaeologist, and, as the present writer, himself of the biological wing, freely and frankly admits, with results of the highest value to the subject as a biological study.

The pedigree of the horse has passed into one of the commonplaces of manuals on evolution, though these manuals almost invariably refrain from giving the real difficulty of the pedigree—namely, that the fossil forms on which it is based almost all belong to the American continent, where there were no horses in modern times until they were imported by colonists from Europe. Evidently, therefore, there are great difficulties in supposing that the American horse is the descendant of these fossil animals. The pedigree of the horse—of our present breeds of horses—is a matter which has attracted a very large share of attention in late years. Prof. Cossar Ewart's work, as detailed in the "Penicuik Experiments," has been of the greatest value, and those who were present at the Cambridge meeting of the British Association will remember the great interest which was shown in the Celtic pony exhibited on that occasion in connexion with a discussion on the subject treated of in the work now under review. Prof. Ridgeway agrees with some other writers—for example, Mr. Barclay, who has recently maintained the same thesis in an interesting little volume—that the small pony of the Shetlands and of other parts of the western fringe of the British islands and of islands still further north is a perfectly distinct variety—perhaps one might even use that much-contested word *species*—from the horses of the more southern parts of our islands. Where were these horses derived from? Above all, where did the thoroughbred derive his "breeding" and his attributes? Such are some of the questions which Prof. Ridgeway sets before himself in this book. Probably nine out of every ten persons, if asked to reply offhand to them, would say: "From the Arab steed, so famed in story and in poetry." Not so Prof. Ridgeway. He holds that this view has no historical foundation whatsoever; in fact, believes that the Arabs only obtained their fine breed of horses from North Africa at a period later than the Christian era. Where, then, did the thoroughbred come from? According to the Professor, he is derived from the Libyan horse, of the existence of which, as an unmatched animal, there is clear evidence for a thousand years before the Arabs ever bred a horse. It is this Libyan horse which is portrayed on the monuments of the XVIIIth Egyptian Dynasty, prior to 1500 B.C.—a horse of a bay colour, with a white blaze in the forehead, and often with white bracelets or stockings. From this North African stock all the best horses of the world have sprung, and it is a variety entirely distinct from the clumsy, thick-set, slow horses of Europe and Asia. With what wealth of knowledge and critical acumen the thesis thus set forth is maintained, those who are familiar with Prof. Ridgeway's previous works will well understand. One singular point, of great interest to the biologist, which comes out in the course of this work is in connexion with the striped Kathiwar horses which Darwin believed to be the typical examples of the primitive dun-coloured striped animal from which all our domestic breeds

have come. This view, in the light of Prof. Ridgeway's observations, becomes more than doubtful.

We have shown that this book is of great interest to the biologist, for it approaches an old problem from a perfectly new angle. It is no less interesting to the classical scholar, who will find a vast amount of information throwing a vivid light upon early classical archæology. The scientific breeder will profit greatly by the illustrations, and he will learn a valuable lesson as to the importance of knowing something about the history of the horse as he studies the remarks concerning the possible pending destruction of the old Irish hobbie by the careless introduction into that breed of alien blood through hackney sires introduced in ignorance by the Congested Districts Board. We can strongly commend this masterly work to the attention of all intelligent readers.

A Primer of Logic. By E. E. CONSTANCE JONES. (1s. 6d. John Murray.)

This is the age of primers—one of many attempts to reduce large and abstruse subjects to a treatment so small and simple that the most untrained and unlearned can obtain—or, rather, can fancy they obtain—a knowledge of them. There is, however, no royal road to the true benefits of knowledge, and few indeed are the primers devoted to giving an introduction to a difficult science that are not failures. They either give too much and become unintelligible through condensation, or give too little and leave the beginner with a wholly inadequate and probably false conception of the subject. It is to be feared that logic is one of the sciences that refuse to contract themselves into the few small pages of a primer and retain their value; hence we cannot but feel that Miss Jones is attempting, in these 150 small pages, something which no mortal could make successful, and which does not do her proved powers as a lecturer justice.

The primer is written with vivacity and clearness, and the ability and fine training of the author are everywhere conspicuous. Nevertheless, a long experience in teaching forces us to think that few beginners could really learn logic from this primer (or any other) without a teacher; and that, given the teacher, he and his pupil would be better without the primer.

The chief difficulty—as it is the supreme value—of the subject, for the student of logic, lies in thoroughly grasping the strict conditions on which *proof* depends in deduction and induction respectively, and in clearly seeing the nature of the errors that make thought untrustworthy. The space allotted here to inference and the amount of explanation given leave no room for this. Few students could proceed to reason logically themselves after studying this book. The portion on "Induction" is interesting reading to a logician; but a beginner would hardly gain from it, we think, a clear view of the nature of inductive thought and what constitutes conclusive evidence.

Perhaps it would have been better if Miss Jones had omitted a good deal of the more advanced and debatable questions in logic touched on in chapters vi., vii., and viii., and given more space to the cardinal principles and methods of logic, which are of high practical value to every one.

It is somewhat surprising to find that the author adheres to Mill's views on many points, and seems to think his four methods a satisfactory account of inductive proof. It has been long recognized that the methods give only a very minor help in obtaining that proof. In the first place, metaphysics and physical science now necessitate a very different conception of cause and effect from that reached in Mill's day. Also the methods cannot be used until nearly the whole of the essential work of investigation is done; hence no guidance in that work of discovery is given by them, and even when they are used they do not give proof. Mill's canons can never be carried out as he required, and the methods are all based on the wholly external Baconian test of the conjunction or separation of the effect and the supposed cause, which is incapable of affording logical evidence.

The primer is interesting to an advanced student from the vigour and point of the style, and from many excellent views and elucidations and very happy illustrations it contains; but to a beginner, from the nature of the subject, we fear it will fail to give a clear view of the principles of logic or power to use them practically.

A Grammar of Greek Art. By PERCY GARDNER, Litt.D.
(Macmillan. 7s. 6d.)

Prof. Gardner treats the subject of Greek art from a novel point of view, looking upon it not merely as a record of the manifestations of the Greek spirit under the various forms of architecture, sculpture, and painting, but rather as interpreting the psychological laws according to which the artists worked. Instead, therefore, of enclosing his facts in water-tight compartments (so commonly the fault of text-books), he endeavours to show the *relations* of things, to draw up a grammar, the accidence of which is concerned with the relationship between the parts (as, for example, the symmetry and rhythm in forming the figures on a frieze or a vase), and, as syntax, the broad interaction of sculpture and poetry, picture and literature.

Admittedly writing for the advanced student, Prof. Gardner takes a wide outlook over the facts that have been industriously gathered by the best authorities. At the same time his own interpretations are full of interest. We may instance his excellent description of the Parthenon, which, again, forms the groundwork for some valuable suggestions as to the unity of the whole sculpture—in pediments, metopes, and frieze.

Most of his conclusions are controversial, but are none the less valuable. His statement that Greek art "was from first to last ideal" will not be universally admitted. But the mathematical relationship between the parts of a temple and the care taken to discount visual errors will be hardly questioned; nor his endorsement of Lange's law of *frontality* in early sculpture. His careful consideration of sculptural types (in the best period) is most interesting; while his contention that typical rather than historical personages appear in sculpture is to the point, in spite of the fact that other authorities instance the introduction by Pheidias of the sculptor's own portrait on the celebrated shield of Athena. The remarks on spacing, balancing, and perspective on vases are well considered. If the Pompeian mosaics and paintings are really derived from ancient Greek sources, it would appear that, in frescoes at least, the Greeks were well able to deal with a foreshortening and a perspective less conventional than would appear from the vase designs, fixed largely by religious traditions.

Prof. Gardner contends that literature and painting (that is, vase-painting) proceed along independent lines; and he acutely draws attention to the fact that comparatively few of these paintings have for their subjects scenes from Homer or even the greater tragedians. Even where such subjects were selected, the artist did not work according to the text, from which it follows that an attempt to reconstruct the scene, as it appeared on the Greek stage, from a vase-painting is open to error.

There are many other points of similar interest dealt with in a lucid and attractive manner. The illustrations are numerous, well produced, and to the point. The book will be welcomed by thoughtful students, who can hardly fail to look at our great national collections with an added interest after a careful study of Greek art on these intelligent lines.

Harvard Lectures on the Revival of Learning. By JOHN EDWIN SANDYS. (4s. 6d. net. Cambridge University Press.)

These lectures are interesting, for they combine the scholarly treatment of a subject close to the mind of a scholar and are written with due regard to the fact that his readers are not likely to have the same profound knowledge as the writer. The lectures here written out were given to an American audience, and expectation of the quick, alert, sympathetic audience seems to have been an inspiration in the writing. Points of special interest to Americans are introduced, and these are not unacceptable to the English reader.

The seven chapters deal with topics of great attractiveness to every cultivated reader. They are: (1) "Petrarch, 'the First Modern Man,' and Boccaccio"; (2) "The Age of Discovery of the World and of Man"; (3) "The Theory and Practice of Education"; (4) "The Academies of Florence, Venice, Naples, and Rome"; (5) "The Homes of Humanism"; (6) "The History of Ciceronianism"; (7) "The Study of Greek."

The chapter on "The Theory and Practice of Education" shows that Dr. Sandys understood the American interest on the

practical side even of the Renaissance. He manages to get a great deal into the chapter. He occasionally in a sentence gives the heads of what would make another chapter. For example, speaking of "virtue," he says the word meant manliness in the Roman age and goodness in the Middle Ages, whilst in the Revival of Learning it meant merely the knowledge of Latin. His quotations are well chosen. We quickly perceive the atmosphere of the age to which we are introduced when the words of Aeneas Sylvius Piccolomini are quoted: "For neither the star of morning nor the evening star is fairer than the wisdom that is won by the study of letters." It is an age of the return to the classics. The educational authors referred to by Dr. Sandys are Vergerio, Lionardo Bruni d'Arezzo, Maffeo Vegio, Aeneas Sylvius, Vittorino, Guarino. All but one of these are familiar to those who have read the translations in Prof. Woodward's "Vittorino da Feltre." There are, too, in the same chapter references to Bishop Creighton's "Historical Essays and Reviews." Dr. Sandys, therefore, it must be added, has given us little that is new in the education of the Renaissance. So, too, the reader of Burckhardt's "Italian Renaissance" and Symonds's "Revival of Learning" has little to learn from the rest of this book. Still, it is an excellent *résumé*, attractively and concisely given, and a good introduction to the historical study of the Renaissance—just such a book as a boy well up in a classical school, and with an inclination towards reading, might be expected to read with zest. The slight sketches of men connected with Florence, Arezzo, Certaldo, Siena, Venice, Padua, Verona, Mantua, Ferrara, Bologna, Rimini, Urbino, Rome, not to mention other places, are such as to attract the English and American traveller in Italy, and the book is quite the right kind to recommend to those about to go to Italy, particularly if they have any acquaintance with the classics. In short, it is a pleasant, concise, introductory, and withal scholarly account of the Italian Renaissance. It will make classical scholars and those interested in the history of education more than ever expectant for Dr. Sandys's promised History of Scholarship from the dawn of the Revival of Learning to the present day.

The Poems of William Cowper. Edited by J. C. BAILEY.
(10s. 6d. net. Methuen.)

This may justly claim to be the most complete edition of Cowper's poems. It does not, indeed, include the translation of Homer, but it has three unpublished pieces of verse and a number of others that have hitherto appeared only in magazines or in Mr. Thomas Wright's supplementary volume. There are, further, given in an appendix thirty-five unpublished letters. The verses are trifles that add nothing to Cowper's poetic fame, but the letters—of which we cannot have too many—serve still further to reveal his clinging affection and his natural grace of style and manner.

But it is the illustrations that will undoubtedly prove the most attractive feature of the volume. Of Cowper himself we have the Romney, the Abbott, and the Laurence portraits. Next there are excellent portraits of Mrs. Unwin, Lady Austen, and Lady Hesketh, which help us to realize what manner of women they were who divided Cowper's heart. Would it had been possible to add one of Theodora, who was to Cowper what his cousin Amalia was to Heine, widely as the course of the two loves differed! Then we have "My Mother's Picture," by D. Heins—the greatest, in our judgment, of all Cowper's poems, and, we may add, the greatest poem ever prompted by a picture. Lastly, we have various landscapes illustrating the poet's homes, and two designs by W. Blake drawn as illustrations of Winter and Evening, and never before reproduced.

The editor has done his work of collation with care and judgment, and many inaccuracies have been removed from the text. The introduction is "genial" in the German sense of the word—appreciative, but in no way idolatrous. It points out very happily Cowper's place as a link between the eighteenth and the nineteenth centuries: his affinities to Gray and Crabbe on the one hand, and to Wordsworth and Tennyson on the other. Sometimes it seems to us that Mr. Bailey hardly does justice to his subject. Thus, we should be inclined to rank Cowper as a hymn-writer (not as a writer of sacred poetry) far above Keble. We find more to admire in "Tirocinium" than "its one passage of pure poetry: 'We love the play-place of

our early days.' The attack on the classical education of the eighteenth century, ending with the famous couplet—

Dismiss their cares when they dismiss their flock,
Machines themselves and governed by the clock—

is satire of a high order, and the sentiments would have commended themselves to "Kappa."

With Cowper's religion and his religious teachers the editor has dealt daintily, but he has not feared to point out the sinister influence of Newton, and has exploded the mythical Teedon of Mr. Wright's "Life," proving from Cowper's own words that, so far from regarding the Olney schoolmaster as his guide and counsellor, the poet in his sane moments shunned him as the most intolerable of bores.

It is a safe prophecy that this is destined to be the standard library edition of Cowper.

International French-English and English-French Dictionary.
Phonetic Script. (T. C. & E. C. Jack.)

The general editor of this, which is intended to be the first of a series of phonetic dictionaries, is Mr. R. M. Pierce. For the French pronunciation of the present volume M. Paul Passy is responsible, and for the English Dr. Hempl. The translation is, in the main, that of the International Phonetic Association.

Let us first award its due meed of praise to the get-up of the volume. Type and paper are all that heart could wish, and it opens and stays open so readily that it is a pleasure to turn out a word.

It is a defect in the French pronunciation that no notice is taken of *liaison*. The subject, we are all aware, is surrounded with difficulties, but at least the obvious pitfalls for an Englishman might have been noted—*le lis de la vallée* and *fleur de lis*; *tous les garçons* and *nous sommes ici tous*; *petit chat* and *chat échaudé*; *sang-froid*, and *suer sang et eau*.

Again, it seems to us pure waste of space to give in title-place fourteen parts of so-called irregular verbs, *obtenir*, *retenir*, &c., and, instead of the usual apostrophe, to repeat each time with the *h* aspirates "no precedent linking or elision."

Great care has been exercised in the vocabulary by way both of exclusion and inclusion, and we can fully endorse the editor's profession that the reader will generally find the word he is looking for. In view of the revision which we are led to expect, we will note a few omissions. The "Dictionary" will not enable us to order from our Paris tailor a morning coat, a shooting coat, or a suit of dittoes; or at the restaurant a savoury, or custard for our apple-tart, or a brandy (not *eau de vie*) with our coffee. If we are cycling, we shall not be able to explain that we have punctured or require a spanner. Photographers will not find "snapshot" or the proper word for "films." The schoolboy will not discover the difference between *version* and *traduction*, or what *la classe de philosophie* means. Other absentees are: half-pay officer, ticket-of-leave man, casual ward, relieving officer, Home Office, Civil Servant.

Select Documents illustrating Mediæval and Modern History.

By EMIL REICH. (21s. net. P. S. King.)

This is "a work of reference such as has not been attempted yet, either here or on the Continent." We may endorse the editor's remark, though he might well have left it for others to make. Dr. Reich professes himself a specialist in general history, if we may be allowed a seeming contradiction in terms, and we must wait for his forthcoming "General History," announced in the introduction, for the full explanation and justification of his choice of documents. Meanwhile he can say that he has compiled a mass of original documents which, with the brief introduction and the very full general index, will be a priceless boon to the advanced historical student. Part I. contains ten international treaties, from that of Westphalia to the Second Peace of Paris. Part II., entitled "Church History," starts with the Edict of Milan (313), and goes down to the Bull on Papal Infallibility (1870). Then follow "General Institutions of the Middle Ages," "The Byzantine Empire" (only two documents), "The Holy Roman Empire," and various other parts under the head of "European Countries and America." There is nothing we could wish omitted; but there are many *lacunæ*. For instance, the student of Imperial Federation will find little

or no help, and Stubbs is in no way superseded. The documents are given only in the original, except the German and Dutch, which are translated. Why all historical students should be supposed to know Greek, but not German, we cannot divine; nor does it seem quite logical to refrain from translating mediæval Latin because it "bristles with difficulties."

If Dr. Reich will take a friendly hint, we advise him to submit the proofs of his "General History" to a native. The English of his introduction is creditable for a foreigner, but peculiar.

The Electra of Euripides. Translated into English Rhyming Verse, with Explanatory Notes, by GILBERT MURRAY. (2s. net. G. Allen.)

The "Electra" of Euripides compared with the "Electra" of Sophocles is modern, romantic, nearer in sentiment to Ibsen than to Homer. We might almost call it a problem play. As such it has attracted Mr. Murray. By the help of rime, of stage directions, of endless delicate touches such as a restorer might give to an old picture, he has still further modernized it, and we look forward to seeing it put on the stage. The heroine, we agree with him, is a profoundly studied character; but to us she is not in the same degree sympathetic. She is not, like Orestes, the inspired instrument of divine vengeance. Her motives throughout the play are mainly personal and selfish. She has been wronged of her dower, condemned to poverty, and cut off from the chance of suitable marriage. It comes as a shock to us when, red-handed still with a mother's blood, she is led off to the altar by Pylades. Even Mr. Murray finds the "lived happy ever afterwards" a little disturbing, and pleads that Euripides had no choice but to follow the accepted legend. Can this have become so firmly rooted in the interval between Sophocles and Euripides?

As a free translation—sometimes rather a paraphrase—Mr. Murray's play is masterly, particularly happy in the chorus. For metre he has chosen the free-linked couplets of Morris, with loose rimes that are often only assonances. It has nothing in common with the Pope metre, and the *stichomythia*, where the polished epigram would have seemed appropriate, is deliberately expanded into speeches varying from one and a half to three and a half lines. There are several omissions (a considerable one on page 26), for which we cannot account. We wish that space allowed us to quote. Of the added touches the first line is a good instance:

Old gleam of the face of the world, I give thee hail,
River of Argos land!

The original has simply: "Old-world Argos, streams of Inachus."

The Development of the European Nations, 1870-1900.

By J. HOLLAND ROSE. (18s. net. Constable.)

Dr. Rose has made for himself a name as an historian of Napoleonic times, and he now essays the more perilous task of carrying the story down to the present day. We know him as a singularly pains-taking and fair-minded chronicler, and, more than that, as one who can discern the signs of the times. The two dominant forces of the period—nationality and democracy—sometimes conspiring and sometimes opposed, are both clearly grasped, and Bismarck, its Napoleon, is painted with a sympathetic pencil, though there is no ignoring of the wars. The pages which will attract most attention at the present moment are those which trace the rise and establishment of protection in Germany. Next to these in immediate interest comes the chapter on Nihilism and Absolutism in Russia. It is a book that no publicist, and, we would add, no teacher of history who holds the views of "Kappa," can afford to neglect.

- (1) *The Gospel of St. Mark in West Saxon.* Edited, from the MSS., by J. W. BRIGHT, Ph.D. (2s. 6d. net.) (2) *The Gospel of St. John in West Saxon.* Edited, from the MSS., with Introduction and Notes, by J. W. BRIGHT, Ph.D. With a Glossary by LANCELOT MINOR HARRIS, Ph.D. (3s. 6d. net.) (Heath & Co.)

These two dainty little volumes form part of "The Belles Lettres Series," Section I., "English Literature from its beginning to the year 1100," under the general editorship of Dr. E. W. Brown, Professor of the English Language and Literature in the University of Cincinnati.

They are admirable specimens of exact textual scholarship. The available MSS. have been collated with the most minute care, and all the variant readings carefully noted. The result is that the student now has placed at his disposal an ideal edition of these texts, supplemented in the case of the latter of the two volumes by valuable critical and philological notes and by a glossary and introduction. As Mr. Bright remarks in his preface to the edition of St. John, "The historical importance of the Gospels in West Saxon is raised to unquestioned significance by characteristics that make the version a subject of fruitful study to the professional student of English and to the professional student of Scripture." The critical importance of the version is bound up with its connexion with a type of Latin text which often preserves old Latin readings. The introduction to the edition of St. John deals with the following points:—(1) Vernacular Scripture in Anglo-Saxon Times; (2) Bede's Translation of the Gospel of St. John; (3) The MSS. of the West-Saxon Gospels; (4) The relation of the MSS. to the Original; (5) The Authorship of the Version; (6) The Latin Source of the Version. There is also, in the same volume, an excellent bibliography. We cordially commend these volumes to the student of English literature and to those who are interested in the critical study of the Latin versions of the Bible.

Valerius Catullus. Selected Poems rendered into English rhymed Verse. By L. R. LEVETT. (1s. 6d. Cambridge: Heffer.)

The title given to one of the poems, "A Pretty Picture," suggests the apt word to sum up our impression of the whole work—pretty paraphrases.

"And Acme, as he bent his head
To kiss, looked up and answer made:
'Thou only my dear lord shalt be,
Septimius; may I worship thee
With endless love, and may my life
Prove me a loving, faithful wife!'"

So runs the second stanza of the "Pretty Picture." There is more here of the Church of England marriage service than of Catullus. "He," we may charitably suppose, is a misprint for "she." Catullus must needs be expurgated, but he need not be emasculated or tonsured. Why, again, should the final stanza of the Sappho translation be omitted and a *coda* added to the "Epithalamium"? Why, in the latter poem, when Catullus compares the bedded bride to a milk-white lily or yellow poppy, is this perverted into "like to the poppies' crimson glow"?

Ballads Ancient and Modern. Edited by OLIPHANT SMEATON. (Dent.)

Messrs. Dent have the art of getting up their works prettily, and this volume is attractive both outside and inside. As to the matter, there is no exception to be taken to the ancient ballads, but we cannot say that the editor has been equally happy in his selection of modern ballads. No definition of the ballad, however elastic, could be made to include Mrs. E. B. Browning's pretty "Romance of the Swan's Nest," still less Eliza Cook's moral tale of "Bruce and the Spider," with its bad grammar, to say nothing of a bad misprint.

Poems and Extracts chosen by William Wordsworth for an Album presented to Lady Mary Lowther, Anas, 1889. Printed from the original Album, with Facsimiles. (2s. 6d. net. Frowde.)

All students of Wordsworth (except Mr. Gosse) were aware from the presentation sonnet that the poet had made for his young friend selections from the poems of Lady Winchelsea with extracts from similar writers, but we, at any rate, had no conception of the extent of the anthology. We are grateful to Mr. Roger Rees, the happy possessor of the album, for permitting that reproduction, and to Prof. Littledale for his painstaking editing. The album includes twenty-three poets besides the Countess, ranging from Shakespeare down to obscurities such as Thomas James and James Weston. The book is invaluable as giving an insight into Wordsworth's literary predilections, and it is, in some degree, "a refutation of the stupid remark that Wordsworth cared for no one's poetry but his own." At the same time, it shows, in our opinion, that there was some foundation for the criticism. It shows, or goes to show, that Wordsworth cared mainly for poetry that was akin to his own. He could find no poetry in Dryden, and Pope is represented by one minute translation from the Latin. For the choicest passages in his anthology he was indebted to Lamb. The point will not bear pressing; for Milton, whom Wordsworth greatly admired and to whom he owed most, is likewise absent; but we have said enough to justify our dissent from the editor's estimate of Wordsworth as a critic.

A Manual of Carpentry and Joinery. By J. W. RILEY. With 923 Illustrations. (6s. net. Macmillan.)

This book is specially adapted for students preparing for the examination of the City and Guilds Institute; but it is the very reverse of a cram book. Everywhere there is an appeal to general principles, to geometry and mechanics, and to common sense. So plain is everything made and so clear are the illustrations that the amateur carpenter will find no difficulty in following directions. He will likewise find useful hints as to the choice of tools.

The Garden of Childhood. By ALICE M. CHESTERTON. Illustrated by GERTRUDE M. BRADLEY. (2s. 6d. net. Sonnenschein.)

This is a revival of the moral tale on which our grandparents in the nursery were mainly fed: "Goody Two-Shoes," "Rosamund and the Purple Vase," *et hoc genus omne*. The stories are written to illustrate the "Graduated Syllabus of Moral Instruction for Elementary Schools." We like the plain stories such as "Doris and the Jam-pot," incidents of child life related with some dramatic power, but the stage machinery works stiffly, and at times creaks. Nothing is gained by putting into the mouth of a caterpillar the advice not to cry when you tumble down. Miss Bradley's boys and girls are capital, but she, too, fails to draw a fairy.

"Blackie's Little French Classics."—(1) *About's Les Jumeaux de l'Hôtel Corneille*. Edited by H. HAVELOCK. (2) *Merinde's Le Siège de la Rochelle*. Edited by J. E. MITCHELL. (3d. each.)

(1) The novelette has been discreetly cut down to the required length, and makes an excellent reader. The notes are somewhat scanty and the derivations are *de trop*. Thus, *candidat à l'école normale* in the first line screams for a note, and in the prefatory sketch of About, which is well done, it should surely have been mentioned that he, too, was a *normalien*. *Garçons de caisse* are not "shop porters"; the context might have suggested that porters do not usually sport blue coats with pearl buttons. "*Jarrets*, 'hams'; O.F. *garret*, diminutive of the obsolete *garre*; Prov. *garre*, Bret. *gdr.*" How will this help the pupil who has to translate *Il avait des jarrets solides*? A helpful note would have been a reference to "He has a leg" of "The Egoist." On page 12 there is a confusing misprint.

(2) This chapter from the "Chronicle of Charles IX." is a graphic narrative of the famous siege of 1572, and the notes give just the right amount of historical and biographical explanation without the vagaries of the preceding volume.

Our Island Story: a Child's History of England. By H. E. MARSHALL. With thirty coloured Illustrations by A. S. FORREST. (7s. 6d. net. T. C. & E. C. Jack.)

What a world away from "Little Arthur's History of England" to this splendid tome with its gorgeous illustrations, which will evoke from the child of to-day King Alfred's exclamation, as here reported, "Oh, isn't it lovely?" The author dates from Melbourne, and the story is written for the benefit of Spen and Veda, who have yet to learn what home means to their parents. Salient points in the history are well seized, the biographical element predominates, and myth is not excluded. All this is as it should be, and the style is plain and attractive. There might, we think, with profit be more of the life of the English people—the characters of Chaucer's "Prologue," early colonization, the growth of commerce and factories. All this can be made intelligible or interesting to a child. Such a thorny question as the Boer War had better have been omitted entirely; Mr. Arnold Forster would say all reference to Bright and Cobden, but we are glad that Mr. Marshall has not followed this precedent. Some of the statements need revision, as that ever since Alfred's day Britain has ruled the waves, that Hadrian's wall can still be seen to this day, that Edward VI. built many schools that are called after his name; but these are trifles.

The Elementary Part of a Treatise on the Dynamics of a System of Rigid Bodies. Being Part I. of a Treatise on the whole subject. With numerous Examples. By EDWARD JOHN ROUTH, Sc.D., LL.D., F.R.S. Seventh edition, revised and enlarged. (14s. Macmillan.)

The principal changes in the present edition of this well known textbook are:—(i.) (pages 140–142) the discussion of the work done by an impulse; (ii.) the theory (page 348) of Appell's general equations of motion, which have the advantage over those of Lagrange of not being restricted to holonomic systems. There are also two additional notes at the end, one on the moment of inertia of the figure corresponding to a tetrahedron in space of n dimensions, the other on moments with higher powers. The book is now so voluminous that many students would like to have an abridgment in which only the important portions would find a place, and these treated by modern methods.

"Cambridge Physical Series."—*The Theory of Experimental Electricity.* By W. C. D. WHETHAM. (8s. net. Cambridge University Press.)

The author has managed to strike a happy mean between the kind of book which would interest a mathematician alone and that which would be appreciated by the pure experimentalist, with the excellent result that all will find here a most stimulating account of the present position of scientific thought as regards magnetism and electricity. Although each section is attacked *ab initio*, yet the treatment would not be suitable for junior students, and appeals rather to those who have already mastered the elements of the subject. The mathematical portions have been kept well within the range of the student who has a working acquaintance with the elements of the calculus, and this without sacrificing clearness and neatness of method. At the same time, the text is not overloaded with minute details of experimental work. The great advances made within the last few years in the study

of electrolysis, electric waves, the passage of electricity through gases, and radio-activity have all received much fuller treatment than one is accustomed to find in a book of this size, and we have nothing but praise for the excellent manner in which the most recent results have been set forth. It is quite refreshing to find the author acknowledging from time to time the tentative nature of the hypotheses advanced, and indicating the lines along which investigation is urgently needed. We strongly recommend this book to all earnest students who wish to obtain a general review of the whole subject from the modern standpoint.

John Conybeare, Schoolmaster, 1580-94. Edited by F. C. CONYBEARE. (10s. 6d. net. Frowde.)

This Elizabethan MS. is edited mainly for the Conybeare clan. As the editor remarks, it is some satisfaction in an age when the House of Lords is recruited mainly among brewers and pawnbrokers to know that for three centuries and a half one's family has consisted of scholars and gentlemen. To the public the most interesting part will be the autobiography of the editor's grandfather, W. D. Conybeare, Dean of Llandaff, and of geological fame. It furnishes a valuable account of Oxford studies at the end of the eighteenth century, and gives a vivid portraiture of the then Dean of Christ Church, Cyril Jackson. There are likewise odds and ends of interest. In one of the prescriptions of "Mr. Edward professor of Phisicke in Oxforde" we read: "You may take your powder in any of these signes, Cancer, Scorpio, Aquarius, Piscis: So that neither the chaunge of the moone, nor the full bee uppon that daye." The schoolmaster is strangely at sea with the renderings of some of his adages—copied mainly from Erasmus—and the editor seems not to know the common proverb: "fluctus in simpulo."

Boys and their Management in School. By H. BOMPAS SMITH. (2s. 6d. net. Longmans.)

The exact words of the title should be noted—"in school" not "at school." Mr. Bompas Smith deals only with the day school, and with day boys only when in school: not at home or in the playground. The scope of the book is thus limited; but it is marked throughout by sound common sense, and we rarely find ourselves disagreeing—as on the subject of caning. The advice is practical and tersely put, with no attempt at fine writing or tall talk of any description. Some concrete illustrations would have given it more life and colour. Mr. Bompas Smith writes with his eye on the object—of that there is no doubt—but readers like to get a glance now and then of the object itself—the Eric or the Stalky & Co., as the case may be.

The Translation of French Unseens. By EUGENE PERROT. (2s. net. Ralph, Holland.)

A very fair selection of simple extracts in prose and verse with a vocabulary. The introduction, giving hints as to how to set about an unseen, with some specimens worked out, does not seem to us of much practical value. Assuredly none of the fair copies offered would have obtained a first class in our Prize Competitions. Take the first: "Maître Gabissol était l'aigle du barreau de Mende; aigle un peu déplumé par cinquante hivers."—"Maître Gabissol was the leader of the bar at Mende; somewhat bowed with the weight of his fifty years." This is paraphrase, and a very loose paraphrase—not a translation. "The eagle," the notes tell us, "is a bird that soars high, and therefore 'the chief'; in legal language, 'the leader.'" By parity of reasoning we should translate "Scipiares duo fulminia belli," "those eminent field-marshal, the two Scipios." The next two pieces are more literally rendered, but there are careless omissions, and the finer nuances are missed.

The Story of an Old-fashioned Doll. By J. CONOLLY, illustrated by N. AULT. (3s. 6d. D. Nutt.)

The autobiography of a doll may have been suggested by Andersen's "Little Tin Soldier"; but the execution is quite original. We have a delightful picture of an English nursery in the early Victorian age, evidently drawn from the life, but brightened by fancy and gleams of Irish humour. Campbell and Janie and Ben are all real children; Aunt Addie is the dearest of old maids; and the nurse Matilda is a genuine ogress. Each character, however slightly sketched, has its proper individuality. If we have a fault to find, it is that Mamma's story of the ape who carried off the baby—a thrilling one for the nursery—is somewhat out of proportion.

What shall I tell the Children? By the Rev. G. V. REICHEL. (3s. 6d. Allenson.)

Thirty-seven object sermons to children with anecdotal illustrations. The anecdotes are not hackneyed, and the author knows how to tell a story. It is left, however, to the teacher to adapt the language to a childish audience. If the teacher is wise, he will not heed the text prefixed, which has no more relevance than is usual in sermons. Nor will he trouble his class with the spiritual significance of the seven primary colours, nor inform them that "chameleon" means "camel lion."

The Management of Babies. By Mrs. LEONARD HILL. (2s. and 1s. Arnold.)

Infant mortality is engrossing much public attention nowadays, and on all sides attempts are being made to stem this veritable "murder of

the innocents" that is going on all around us. Ignorance is the cause of this evil in the majority of cases—an ignorance that is not surprising when one remembers that the average girl belonging to the lower classes (to the upper classes also, but in these cases the results are not so fatal) marries without the least knowledge of babies and their management. Again and again in the coroners' courts an appalling condition of ignorance is revealed. Babies are fed on tinned goods of the most deleterious nature; tea is regarded as a suitable beverage; bed-time is a movable arrangement, the unfortunate infant being played with up to all hours of the night, when it retires to a room from which all fresh air has been excluded. Could all prospective mothers be given a copy of Mrs. Leonard Hill's little book, such a state of affairs need not last much longer. Mrs. Hill writes in a simple, easy style intelligible to all on the feeding of infants, the value of fresh air, the clothing and cleansing of children, &c.; she gives details which are so necessary to a book of this nature and shows a practical knowledge of children which is the result of a long experience of them. The tables of diet for the first nine months of life, and for the one-year-old child, should be of great value to young mothers, whose inexperience of infants often leads to overfeeding or unsuitable feeding. The writer shows herself thoroughly modern in her advocacy of fresh air, and believes that infants should be out in all weathers if properly guarded. A few sensible words are devoted to the objections to patent foods and the value of the natural mode of baby feeding.

Counsels and Ideals, from the Writings of William Osler. (4s. net. Frowde.)

As a rule the New World borrows its learning from the Old and pays its debt in dollars—heiresses in return for professors. Dr. Osler is an exception to the rule, and Oxford has begun to redress the balance by importing her most distinguished professor from the Johns Hopkins University. A pupil, who modestly keeps his name from the title-page, has collected and classified extracts from Dr. Osler's lectures and addresses. Though appealing mainly to the medical student, the volume may be read with profit and interest by all. Dr. Osler is a man of wide culture, equally conversant with Plato and with Darwin, with Goethe and Walt Whitman, and he bears his learning lightly. His own "modern instances" are most apt. What can be happier than this anecdote?—In a clinical class the question was once raised, how long it took for the nail to grow from root to edge. "A majority of the class had no further interest; a few looked it up in books; two men marked their nails with nitrate of silver, and a few months later had positive knowledge on the subject."

Qu'est-ce que cela veut dire? By H. P. SLIGO DE POTHONIER. (3s. 6d. Sands.)

It is refreshing nowadays to find a book of phrases not written for schools, and such is certainly the case with the volume before us. It is, as Mr. de Pothonier tells us, for the use of those "who have left school, but still retain their taste for study." But it is a study that must be pursued either in France itself or at least in the company of a good dictionary, for the words, though included in good sentences, do not in most cases explain themselves. It seems doubtful, therefore, whether the gain of having so much concentrated information compensates for the loss of interest and facility of comprehension found in the reading of a piece of good modern prose. Still, the book is an excellent one of its kind: the sentences are idiomatic and well chosen, and the whole easy of reference. Any one who has mastered its contents may boast a fairly thorough knowledge of current French idiom.

Modern Electricity. By HENRY and HORA. (5s. net. Holder & Stoughton.)

The authors state that this book has been prepared with a view of meeting every emergency that might confront the electrical engineer and inventor, and of enabling every apprentice and artisan to gain a complete knowledge of the fundamental principles and applications of electricity. One might therefore anticipate that the contents would be practical and technical rather than purely theoretical, and this is indeed the case; but we cannot agree that the very comprehensive claim made above has been justified. Much of the subject has been set forth simply and lucidly, and there are many useful numerical exercises of a practical nature worked out in full. But numerous blemishes exist in the more purely theoretical part of the work, and we think that the beginner in electrical engineering who relies upon this book alone will certainly fail to gain a complete knowledge of fundamental principles. For example, the explanation of Wheatstone's bridge will, we venture to think, be unintelligible to a beginner, and the confused and inaccurate description of thermo-electric phenomena would be much better omitted altogether. The paragraph on galvanometers is entirely inadequate, and the law of the sine galvanometer is wrongly stated. On page 53 the valencies of ferrous and ferric iron have been interchanged. On page 68 a gallon of water is stated to weigh 8½ lbs., and in the table on page 354 there is quite a crop of mistakes: carbon is placed among the metals, the formula for potassium bichromate is wrong, and the colours of cadmium sulphate and of cupric oxide are given respectively as yellow and red.

"Cuentos Castellanos." (Heath & Co.)

The editors have rightly endeavoured to give their readers as great a variety of style as possible: hence each of the eight short stories is by a different author.

(1) JUAN VALERA is represented by his well known, charmingly told *El Pájaro verde*—a model fairy tale, full of mystery, magic, and love.

(2) The *idilio nupcial* of Susette and Recaredo (in which the petted blackbird is determined to take his part) is sketched in simple, dainty language by RUBÉN DARÍO. Susette is so deeply in love with her husband and so attractively natural that, in spite of her almost childish jealousy, the reader will sympathize with her action and will readily understand her vast satisfaction and relief when she exclaims to Recaredo: "¡Ha muerto ya para tí la emperatriz de la China!"

(3) There is a vein of sadness running all through "¡Adiós, Cordera!" by LEOPOLDO ALAS. Antón's plucky, but unavailing, struggle for independence, the love of Pinín and Rosa for each other and their touching affection towards La Cordera, the heart-breaking farewell scene when Pinín is carried off to be "carne de cañon para las locuras del mundo"—all are told with charming simplicity and true pathos.

(4) EUSEBIO BLASCO tells the story of the marvellous Dr. Busting and his accomplished, but romantic, daughter. The tale is saved from being commonplace by occasional sallies of wit and the unexpected dénouement.

(5) Excepting for a few neatly expressed aphorisms, the *Rip-Rip* of MANUEL G. NÁJERA is rather feeble, and is scarcely worth a place in this collection.

(6) In his *Modelo de Esposos* LUÍS TABOADA gives us a picture of a long-suffering husband who, at any cost, tries to satisfy the caprices of a selfish, extravagant wife. Although this sketch is written in a light, jocular vein, it contains a serious lesson for wives.

(7) EMILIA PARDO BAZÁN (Sra. QUIROGA) has been styled "la escritora más apreciable que España ha producido durante el siglo XIX." Her contribution to this collection (*El Talismán*) is exciting and remarkably well written.

(8) *Una Corrida de Toros* is a model of descriptive writing. The little groups excitedly discussing the fight in anticipation; the noisy, crowded masses of humanity pouring into *la plaza* from all directions; *los palcos* filled with beautiful ladies "llevando sus mantillas blancas"; the fantastic, but picturesque, dresses of the *alguaciles*, *banderilleros*, *picadores*, &c.; the heroic daring of Ricardo, Elena's lover; the details of the combat, and the absolutely maddening effect upon the sight-seers produced by a clever death-stroke—all these are vividly described by that great master of diction D. EMILIO CASTELAR.

The book contains a brief notice of the authors; short, but explicit, notes; and a full vocabulary. Students of the Spanish language will thank the editors for their excellent selection.

"Blackie's Latin Texts."—*Horace: Odes*. In Four Books. Edited by W. H. D. ROUSE. (Each 6d.)

These neat, well printed, and cheap little volumes carry their own commendation. The only criticism we offer on the present set is that pupils capable of profiting by the Introduction on Manuscripts and Principles of Criticism do not need quantities marked in the text. Dr. Rouse damns his author with faint praise. Horace does sometimes show an appreciation of natural beauty, but "he was sometimes translating the work of others; and, moreover, a sense of natural beauty is only one of the ornaments of poetry, not its essence." Would Dr. Rouse maintain that we could strip this sense of beauty from Wordsworth, Shelley, Keats, Tennyson, and leave the essence of their poetry unimpaired?

Voltaire: *Le Blanc et le Noir*. Edited by H. H. HORTON. (4d. Blackie.)

This innocent little *conte* makes an excellent reader for beginners. It is a mistake to tack on to it a moral which it will not bear. The only inner meaning is that suggested by Voltaire—the relativity of time. To our taste there is too much grammar in the notes. What is the good of giving a list of conjunctions requiring a subjunctive, or attempting in a note to polish off the distinctions of *c'est* and *il est*? To compare "au sortir de Cabul" with "un je ne sais quoi" as "a sort of compound noun" is peculiar.

"Oxford Modern French Series."—*Histoire de la Révolution Française*. By FRANÇOIS A. M. MIGNET. Edited by A. DUPUIS. (3s. Clarendon Press.)

The title is somewhat misleading, as only a portion of Mignet is here given—from the opening of the States General to the death of Louis XVI. The notes are full and satisfactory, being supplemented by a dictionary of biographical and geographical names. Mignet's style is so simple and straightforward that grammatical and linguistic notes are rarely needed, and the editor has been well advised to forgo them altogether. The only defect is a lack of colour and picturesqueness. A few of Carlyle's mordant epigrams, of Taine's vivid metaphors, would have served as labels for the more prominent characters. As it is, the average pupil will be lost among the crowd of unknown personages with nothing but, as it were, lapidary inscriptions affixed to their names.

A School Manual of English Grammar, with Exercises and Examination Questions. By THEOPHILUS D. HALL. New Edition, Revised and Enlarged. (3s. 6d. Murray.)

We congratulate Dr. Hall, who must almost be our *doyen* among authors of school-books, on the issue of a greatly enlarged and emended edition of his "Grammar," which has stood the test of thirty years. The province of grammar is ill defined, and it is hard to determine how far a school grammar should deal with phonetics, linguistics, and comparative philology. We incline, ourselves, to think that the last of these subjects lies outside the range of the schoolroom—that, for instance, it does not concern the young student of English to speculate about the cradle of the Indo-European family. So, too, we doubt whether it is possible to treat satisfactorily in five pages *Lautverschiebung* or to expound Grimm's Law with no mention of Verner. Again, the origin of our alphabet is still *sub judice*, and the latest researches do not point to Egypt; nor can the introduction of phonetic script be disposed of in a summary phrase. These, however, are only the *prolegomena*, and those teachers who hold our view can begin at chapter vi. The body of the "Grammar" has been greatly improved by simplification and the introduction of new examples. Here Dr. Hall has wisely abstained from Anglo-Saxon, except when the older form directly throws light on modern usage. The least satisfactory section of the "Grammar" is the prosody. Here Dr. Hall has followed the conventional scansion by feet, and we have lines marked thus:

"Tó the | ócean | nów I | fý."

"Now that the hearth is crowned with smiling fire."

Notwithstanding these defects, the "Grammar" fulfils its aim of being "a really serviceable school-book."

"The Red-Letter Shakespeare." Edited by E. K. CHAMBERS.—*King Richard III.* and *Henry the Fifth*. (6¼ × 4¾ in., pp. 173 and 141; 1s. 6d. net in leather, and 1s. net in cloth. Blackie.)

Two volumes of a new Shakespeare—scholarly, dainty, and popular. It is called "the Red-Letter" Shakespeare because the names of the characters, which are given in full, are printed in red, as are the headings of the pages. Mr. Chambers supplies a short and excellent appreciation of each play, giving the latest views and criticisms; and the hard words are explained at the foot of each page. The edition is described as "for the general reader and the book-lover"—and certainly neither could require, nor could find, a prettier and more handy set of little volumes than these. Our readers already know the Shakespearean scholarship of Mr. Chambers, and his introductions are admirable.

The Dream of the Rood. An Old English Poem attributed to CYNEWULF. Edited by ALBERT S. COOK. (6½ × 4½ in., pp. lx, 66; 3s. 6d. Clarendon Press.)

This is a good and scholarly little book which Mr. Cook, Professor of the English Language and Literature in Yale University, has produced and has prevailed upon the Clarendon Press to publish. There is a very small amount of text—less than ten pages—and the rest of the volume is taken up by prolegomena, notes, and glossary. But the poem is so little known, except to scholars and by name, that we gladly overlook the disproportion. The introduction tells us of the manuscript, editions, translations, and argues the *pros* and *cons*. of authorship with various opinions of the same, ending up with the view that, on the whole, the weight of the argument inclines to Cynewulf and not to Caedmon. Then the literary characteristics of the poem are pointed out, and a bibliography given. The notes, which are well done, are devoted almost exclusively to linguistic matters. An appendix and a carefully compiled glossary conclude the volume; in the former short specimens of translations of all versions which include the first twelve lines of the poem being given. We may say of this edition what Prof. Cook says of the poem: "Admirable in itself, it gains still further lustre from being indissolubly associated with that monument which Kemble has called the most beautiful as well as the most interesting relic of Teutonic antiquity."

Nature Study Lessons for Primary Grades. By MRS. LIDA B. McMURRY. With an Introduction by CHARLES A. McMURRY. (7¼ × 4¾ in., pp. xi, 191; 2s. net. Macmillan.)

Dr. McMurry continues his books on "Special Method." This book is practically an introductory volume to the "Special Method in Elementary Science," in which many of the "Lessons" originally appeared. They are suggestions as to "how" and "what" to deal with in studies of plant and animal life as it presents itself in one locality. Teachers will, of course, differ as to what things they will choose to notice and as to the method they employ to stimulate and direct childish interest in them; but there are many matters which they can avoid and many to which they can attend in dealing with Nature study for children. For instance, they will do well to avoid the precocious introduction of children to ideas of system and classification in work of this kind—there will be plenty of time for both later on—and should aim rather at enriching their positive knowledge, their keenness of observation, and their powers of expressing these well and clearly. So Mrs. McMurry has given many sketches of lessons in this book, not for teachers slavishly to imitate and reproduce them, but that

young teachers may see how experienced persons have handled these matters, and so gain an insight into the spirit and method of the plan they adopt. Nineteen sketches are given of animal life, and ten of plant life; and very interesting they are. Some extend over a term and some over a much shorter period. Those of animal life, with which children are more competent to deal than with plant life, are much the fullest, and, as it seems to us, better dealt with. But all are good.

"The King's Classics."—*The Vision of Piers the Plowman*. By WILLIAM LANGLAND. Done into Modern English by the Rev. Prof. SKEAT. (6 × 4½ in., pp. xxix, 151; 1s. 6d. net. De La More Press.)

A dainty little translation by Prof. Skeat, who has put into English verse the B text of the poem. After an introduction dealing with the characteristics of the poem and its versification—as far as may be reproduced here in Modern English—we are given a chronological table, with references from the poem. Then follow the Prologue and Passus i. to vii. of the poem, and notes and an index conclude the volume. Of the scholarly care of this version of the text there is no need to speak; and the notes are brief and to the point. Prof. Skeat has given us an excellent classic, excellently brought out.

Wild Flowers Month by Month in their Natural Haunts.

By EDWARD STEP. Vol. II. (6s. net. F. Warne.)

This second volume, which carries us from June to September inclusive, fully sustains the reputation that the author has gained by the first. There are no less than 176 illustrations prepared from original photographs taken for the work. Only the photographer can tell the skill and patience that have gone to the making of these studies of still life. We have never seen anything more perfect than the plate of oyster mushrooms. Though the pictures are the main attraction, yet the letterpress is not to be despised. Mr. Step has the art of chatting simply and naturally about the flowers of the field; and, though he eschews all learning save the Latin names, yet the young botanist will gather from him much useful information as to the families, the habitat, and the physiology of plants.

"The Guide Series."—*Rural Calendar*. Second Edition, fully Revised and Enlarged. By A. J. EWART. (1s. net. Davis & Moughton.)

For the young botanist or the countryman who knows nothing of botany this is a capital guide. It will enable him to identify all the common wild flowers. The notes on birds, butterflies are slighter, and "farming operations" seems to us an excrescence. There are blank pages for memoranda.

French Genders Conquered. (Clifton: J. Baker.)

This card, which when folded in two measures 6 × 5 ins., has the great merit of showing in a single sheet of moderate dimensions rules and exceptions. On the first page nouns are classified by final letters, all feminines being treated as exceptions. The second page is devoted to masculines in *e* mute. A difference of type for masculine and feminine would be an improvement. We would by no means taboo doggerel altogether, but its use should be restricted to cases where reason fails. For instance, why need *bru* and *virago* be noted among exceptions? We note two or three misprints. There is no indication of price or of author, though in the accompanying note he writes in the first person.

The Progress of Hellenism in Alexander's Empire. By J. P. MAHAFFY. (5s. Fisher Unwin.)

Emeritus Professor Mahaffy's "first American book" consists of six lectures delivered in the University of Chicago. "Hellenism" is for his present purpose the substantive corresponding to the adjective "Hellenistic," and expresses Greek culture in the post-classical period. Of this Hellenism, with its widened outlook and fertilized by external influences, he regards Xenophon as the precursor, making him the subject of his first lecture. Then he sketches in three lectures the fortunes of Hellenism in Macedonia and Greece, in Egypt, and in Syria, gives a fourth to general reflections, and the fifth to the effects of Hellenism on Christianity. All five are interesting and valuable, although the last is not convincing in every detail. The matter has not been compiled from compilations, but is an outline of the epoch by an author who has laboured at it for more than twenty years. If there is an occasional looseness in the phrasing, it was perhaps designed by the lecturer in order to put his audience at ease. A bull reminds us that the American book was, after all, begotten in Ireland and not at Chicago: "None of the early Successors thought he had succeeded to the empire, if he had not recovered the ancient seat of the monarchy and laid his bones in the royal sepulchre at Aegae." What the Successor thought in his tomb is, alas! not history. But historical inquiries will be stimulated by these pages.

Medieval British History: a Student's Guide. By J. G. LINDSEY. (Heffer & Co.)

This is an invaluable guide to the student of history, especially if he is working by himself. It tells him not only what books he should read and what books he should consult, but what points he should attend to; and the model answers to questions set a standard by which he can gauge his own attainments and progress.

The Guide for the Perplexed. By MOSES MAIMONIDES. Translated by M. FRIEDLÄNDER. (Price 7s. 6d. net. Routledge.)

Dr. Friedländer, in translating the most notable work of Maimonides, of Cordova, called the "last of the Geonim as regards time and the first as regards worth," from the Arabic text, performed a laborious task. His toil met with the reward of many readers. Now, in a new edition, the three volumes of the first issue are reduced to one, the notes having been cut out and Hebrew words discarded when not transliterated. The book, which dates from near the close of the twelfth century, is important in the history of opinion among the Jews. It still possesses interest and value both for the student of theology and for those who believe in a continuous development of the human mind.

In Confidence to Boys. By H. BISSEKER. (Price 1s. net. Adlard.)

Sex in relation to schoolboys is a topic that was, now some years ago, freely and fully discussed in our columns, and we have no intention of reopening a question that is best heard *in camera*. We must be content simply to inform head masters and others whom it concerns that the author, sometime a house master, deals with the evil in perfectly plain language, without exaggeration or morbid sentiment. To those who believe in such treatment we strongly recommend the book, which has been revised by the Council of the Medical Officers of Schools Association.

"Routledge's Miniature Reference Library."—*In Praise of Books: an Encheiridion for the Book Lover*. By H. SWAN. (Price 1s.)

A book on books is like to be a big book, and therefore a big evil, according to an adage we do not find included. Mr. Swan has skilfully gathered, in a hundred and twenty pages, the most famous sentences of English authors from Chaucer to living statesmen, Mr. A. J. Balfour and Mr. John Morley. We miss the famous quatrain from Omar Khayyám.

Pippa's Holiday, and other Stories for Children. By WOUTRINA A. BONE. (J. Curwen.)

These stories, some of which have appeared in *Child Life*, are echoes from the kindergarten. The author has the gift of story-telling. "Hiawatha," in particular, is excellently recast so as to bring it within a child's comprehension.

Birds in their Season. By J. A. OWEN. (Price 2s. 6d. net. Routledge.)

All the common British birds are here described—their haunts, their notes, their nesting habits—under the four seasons of the year, and of these most are figured in coloured plates. It makes an excellent present for a young naturalist, and the price is remarkably cheap.

Battles of the Nineteenth Century. To be completed in twenty-four fortnightly parts. (Price of each Part 6d. net. Cassell.)

The modern war correspondent had his prototype in the Raleighs and Frobishers of the Elizabethan age, and combines the dare-devil of adventure with the pen of a ready writer. It was a happy idea of Messrs. Cassell to engage the services or secure the copyright of men like Archibald Forbes, Arthur Griffiths, and G. A. Henry to compile a history of the wars of the nineteenth century. When we add that among the illustrators are Caton Woodville, J. Finnemore, and Paul Hardy we have said all that is needed to commend this most fascinating serial.

Swedish Recreative Exercises for School and Playground. (8¼ × 5½ in., pp. 94; 2s. net. McDougall.)

These are the games of the Nais course which are taught under the direction of Herr Salomon. The exercises are suitable for boys and girls alike, and can be used in any sized class. Doubtless they are well fitted to be enjoyed by the young folk for whom they are made, and will be very readily learned.

Butterflies and Bees: the Insect Folk. By MARGARET W. MORLEY. (7¼ × 5½ in., pp. vii, 267; 3s. Ginn.)

The insects dealt with in the present volume are butterflies, moths, flies, fleas, beetles, social bees, solitary bees, wasps, &c. The volume is well illustrated with sketches by the author, and is very interestingly put together. Of course, children will require to see the strange creatures for themselves and to observe them, and observe them again. But meanwhile they will get no harm from reading about them in this pleasant, chatty book; only measures must be taken to prevent their stopping at reading. The illustrations will serve as guides to indicate what to observe.

"The English Counties."—*Upper Thames Counties*. (7 × 4¾ in., pp. 128; 8d. Blackie.)

A well printed and well illustrated supplementary reader, dealing with matters concerning the counties of Oxford, Berks, and Bucks.

"Our Empire Series."—*Canada, England's Largest Colony; with a Chapter on Newfoundland and Labrador*. By A. L. HAYDON. (6½ × 5 in., pp. xi, 206; 2s. Cassell.)

A well illustrated little book, well printed and tastefully bound. It contains a good deal of information, well put together. It is unambitious but interesting, and contains something about almost every industry in Canada. It is briefly introduced by Lord Strathcona.

Hermann Sudermann. By HENRI SCHOEN.

(3 fr. 50. Paris: H. Didier.)

M. Schoen evidently brings much sympathy to his discussion of the works of Hermann Sudermann, and doubly so, no doubt, from finding in them many points of likeness to the French realistic school. His intimate knowledge of the German stage and the German literary and social world has enabled him to bring us into closer touch with so representative a man. And M. Schoen has not contented himself with criticizing Herr Sudermann's individual work: he has also, in an introduction which is not the least interesting part of the book, both apportioned him his place historically and shown us the many favourable circumstances which conspired just at that time "to facilitate the birth and development of the realistic stage in Germany." We learn to know not only Sudermann, novelist and playwright, but also the man himself—his early struggles with poverty in the unfertile plains of East Prussia or in Berlin, his indomitable courage and resolution to adhere to his chosen vocation, his first failures and his first successes. At the start, like his literary predecessors of the eighteenth century, he falls into the snare of too closely imitating his French contemporaries, but soon, freeing himself from their undue influence, he finds his true sphere in the portrayal of the characters and scenes with which he had grown up and which had become part of his very nature. Through the realism that comes of genuine observation he wins his triumphs both in his novels (e.g., "Frau Sorge") and on the stage (e.g., "Die Ehre"): he is a realist "not from deliberate intention or as a pose, but by natural taste, by instinct, by an irresistible necessity to describe what he has seen and felt." And in this power of external observation M. Schoen finds at once his strength and his weakness—his strength in scenes of detail, in separate incidents, in isolated characteristics; his weakness in the binding together of the action as a whole and in the blending of many features into a psychological unity. We may not agree on all points with M. Schoen's verdict, but no one can deny the ability of his criticism, nor fail to acknowledge the charm of his style. The book is one to be read by all who are interested in German or, indeed, in European literature.

The Englishwoman's Yearbook, 1906. (2s. 6d. net. A. & C. Black.)

This indispensable *Yearbook*, now in the twenty-sixth year of publication, still leaves something to be desired in its educational section. We cannot find Inspectors of Schools or the London Day Training College (except the name) or the Goldsmiths' Institute.

Who's Who, 1906.

This annual grows as rapidly as our trade returns, and the present volume reaches 1,878 pages, not counting advertisements. A new feature this year is the addition of motor and telephone numbers and number of progeny. Something will have to be done in the way of curtailment, and we would suggest that when a contributor's literary progeny runs to double figures it should be enumerated, not named. Who wants a column of the contributions to learned societies of an American professor whose name not one in a thousand readers will know? Of the new M.P.'s few will be found—one of the six A's. This is no reflection on *Who's Who*, but it confirms an observation made in Occasional Notes.

(1) *Who's Who Yearbook*, 1906. (2) *The Writers' and Artists' Yearbook*, 1906. (Each 1s. net. A. & C. Black.)

Each gives information that would not be found in ordinary books of reference—for instance, the Officers and Council of the Primrose League, pen-names (we miss Madame Sara Grand). The General Election unfortunately puts one section out of date. The list of publishers wants bringing up to date: there are some dozen wrong addresses. Among journals we miss the *British Journal of Photography*, the *Electrical Engineer*, and *Modern Language Teaching*.

UNIVERSITIES AND SCHOOLS.

KING'S COLLEGE, WOMEN'S DEPARTMENT.

A course of seven lectures on "Artistic Anatomy," with demonstrations upon the living model, drawings, diagrams, &c., will be given by P. T. B. Beale, F.R.C.S., on Fridays, at 5 p.m., beginning January 26. A course of lectures on "Child Study" will be given by Mrs. Clement Parsons on Mondays, at 3, beginning February 12. Names should be sent in by January 29, as this course will not be delivered unless a sufficient number of entries are received.

CATHOLIC TRAINING COLLEGE, CAVENDISH SQUARE, W.

The results of the recent Examination in the Theory and Practice of Education, held at this College by the Cambridge University Syndicate, are as follows:—Elsie Gompertz, Theory, Class I.; Practice, Class I. Annie Murphy, Theory, Class III.; Practice, Class I. Mary Casey, Theory, Class III.; Practice, Class I. Cécile Steinberger, Theory, Class II.; Practice, Class II. Rosamond Dalton, Theory, Class II.;

Practice, Class II. Agnes Fenwick, Theory, Class II.; Practice, Class II. Margaret Raleigh, Theory, Class III.; Practice, Class II.

The report of the Inspector, Mr. Oscar Browning, M.A., of King's College, Cambridge, runs thus: "I was greatly impressed with the evidence of excellent training shown by the students, while the manner of the pupils and the general eagerness to learn showed how well their ordinary education had been directed. The notes of lessons were admirable, and the illustrations most praiseworthy. In two cases where I did not award a First Class the fault lay not in the ability or skill of the teacher, but in the fact that the lesson was in some respects above the head of the class, and was, therefore, not a practical success. I consider that in an examination on practical teaching a First Class can only be given where theory and practice move together in perfect harmony. The arrangements at Cavendish Square are so admirable that it is always a pleasure to inspect the College."

OXFORD.

Though two months have elapsed since my last letter, the University vacation, covering, as it does, all but a crowded week at each end of that time, leaves little to record of its normal academic life and activity but a few fragmentary notes.

By the death of the Regius Professor of Medicine, Sir John Burdon-Sanderson, which occurred on November 23 (just too late to be mentioned in my last letter), Oxford has lost one of its greatest men and most striking personalities. Prof. Gotch, than whom no one is more competent to speak, in an obituary notice contributed last term to the *Oxford Magazine*, dwelt most forcibly on Burdon-Sanderson's numerous physiological researches, his great contributions to hygiene, his valuable and fruitful labours in the creation of a Medical School in Oxford on scientific lines; and laid stress particularly on his high standard of self-criticism, "the consistency with which he maintained a broad point of view while keeping his gaze directed to the bedrock of his subject," and the inspiring power of his work, his teaching, and, above all, his personal character. The death of such men, he concludes, is a national loss.

Other losses recorded since the end of November are as follows:—Captain R. St. John (Balliol), an expert in several Oriental languages, for some years Teacher of Hindustani; C. J. Price, formerly Fellow and Tutor of Exeter; Rev. F. Meyrick (Trinity), Rector of Blickley (Norfolk) and Prebendary of Lincoln; Rev. W. P. Trevelyan (Worcester), late Rector of Calverton; A. E. Haigh (Corpus), a distinguished scholar, tutor, and lecturer, whose loss (at the age of fifty) will be much felt by his college and his friends in Oxford; and Sir Clinton Dawkins, an able and valuable public servant, whose early death (at forty-five) will be deplored by a very wide circle of friends.

The only statistics of which notice has yet been given in this first week of term are all concerned with minor amendments and adaptations of existing arrangements, and need not be here dwelt on. They relate to such points as research degrees (allowing candidates who have failed to apply again), revising statutes "where the language has become obsolete," altering fees payable by candidates or to examiners, amending the rules for books offered in Responsions, &c. The only matter of general interest concerns the election of the Professor of Poetry, in the place of Prof. Bradley, whose period has expired. A strong effort is being made in favour of Mr. J. W. Mackail, whose name is widely known as one of the most distinguished of former Balliol scholars, author of William Morris's Life, a poetical translation of the "Odyssey" (in the Omar Khayyam metre), a prose translation of Vergil's "Æneid," and one of the best literary sketches ever written, a short survey of Latin literature from the early beginning in the Republican times down to the Silver Age. No better choice could be made than Mr. Mackail, and his nomination paper (the only one yet received) is signed by thirty-six Doctors and Masters of Arts, including seven Heads of Colleges, and other well known names such as H. C. Beeching, A. C. Bradley (the late Professor), Robert Bridges, W. G. Courthope, W. Warde Fowler, R. W. Raper, and Gilbert Murray. It is much to be hoped that such a candidate with such sponsors will not be put to the trouble of a contest.

On December 5 the annual report of the Delegacy for the Training of Elementary Teachers (for 1904-5) was presented to Convocation. The numbers are still small, and at the close of the academical year the number on the books was 22. On the other hand, the success of the students in the academical courses continues to be decidedly encouraging. In the Honour Schools 5 students obtained Honours, 2 Second (Science and History), 2 Thirds (Science and History), and one Fourth (History). Others obtained the following distinctions:—two college scholarships (Hertford and University), two Toynbee Scholarships, and two Leathersellers' Exhibitions open to all non-collegiate students. Besides the Honours in Final Schools, several passes in Preliminary and Intermediate Examinations were obtained by students. Nine of the students entered at (or migrated to) the colleges, and the rest are non-collegiate. There appears to be again some dissatisfaction on the part of the Delegacy with the unfavourable comments of the Inspector on the Day Training College, "mainly on the ground that its resources do not allow it to provide a common room, library, and museum of its own, with a full staff of officers and

teachers . . ." The difficulty (as so often in Oxford) appears to be financial; but the correspondence between the Delegacy and the Board of Education will not appear till the next report. And, meanwhile, the public have not complete data for forming a judgment.

The Faculty of Modern History has had a singular fate in the course of the last year, from the lamentable deaths first of Prof. York Powell and later of the *emeritus* Professor (on the Chichele foundation) Montague Burrows. The two official Heads of the Faculty have been changed and a third has been added—the new "Beit" Professor—all within a few months. Prof. Firth succeeded Prof. York Powell; Mr. Oman has (as every one hoped and expected) been elected Chichele Professor in succession to Mr. Burrows; and the new Beit Professorship of Colonial History has been admirably filled by the selection of Mr. H. E. Egerton (Corpus), well known for his studies in colonial policy. Mr. Egerton was recognized from his Oxford days, and even from his Rugby days, as a man of ability and independent judgment; and the electors must be congratulated in having found, under exceptionally difficult circumstances, so excellent a candidate.

A word must be added of deep regret at the sudden and premature death of Sir Richard Jebb, the foremost representative of classical learning in England. Not in Cambridge only—where his loss is the greatest—but in every home of scholarship and classical study, and particularly in Oxford, profound sorrow will be felt for the close of a career marked by exceptional gifts and unremitting service.

The following announcements have been made:—

Congratulatory Addresses: to the University of Belgrade on its foundation; and to the University of Melbourne on its jubilee.

Appointments: Beit Professorship of Colonial History—H. E. Egerton (Corpus Christi). Chichele Professorship of Mediaeval History—C. W. C. Oman. Delegacies: (1) Lodging Houses—Provost of Oriel (C. L. Shadwell), to be perpetual delegate; A. B. Poynton (University). (2) Secondary Teachers' Training—E. C. Marchant (Lincoln). Taylorian Teachers: Lecturer in Old French and Romance Philology—H. Oelsner (M.A. Camb., Ph.D. Berlin). Lecturer in German Philology, O.H.G. and M.H.G.—G. Fiedler, Professor of German (Birmingham), Ph.D. Leipzig. Committee for Anthropology: Secretary—J. L. Myres (Christ Church). Co-opted—Dr. Farnell (Exeter), Prof. Macdonell (Corpus Christi). Committee for Geography: Notices of Lectures and Classes. Committee for Economics: Notices of Lectures and Classes.

University Scholarships: Mathematics: Senior—A. Holden (Balliol). Junior—A. V. Billen (University). Exhibition—J. Hodgkinson (Jesus). Locke Scholarship—H. L. Stewart, B.A. (Lincoln). Hebrew Scholarship Prize—J. W. Smallwood (Keeble).

Degrees: Hon. D.D.—Ven. Archdeacon Smith, Bishop elect of Knaresborough.

CAMBRIDGE.

The most important occurrence in Cambridge since last I wrote you is the death of Prof. Jebb. Sir Richard Jebb last summer received the distinction of the Order of Merit. It meant that his name stood with those of

John Morley and George Meredith as in the highest degree representative of letters in England; and it must be owned that in the world of scholarship there was no one else to whom the honour could have been awarded with such unanimous approval from every one interested in classical learning. There are other men to whom many will feel that they owe a deeper debt than, perhaps, any one will feel he owed to Jebb, but, all the same, Jebb stood at the head of living scholars. He was surer than any one else; and, but for the timidity which forced him to withdraw into himself—if, like the poet Gray, with whom he has been compared in the *Cambridge Review*, he had "spoken out"—his influence might have been very great. As it is, it is from Glasgow that the warmest utterance of feeling for his work as a teacher comes. Here the atmosphere is chilly: we live to detect one another in misprints and petty inaccuracies; and Jebb was too sensitive to such imputations—to criticism, in fact—and he has gone to his grave with the somewhat doubtful praise of never having made a mistake. There is hardly any one left to represent his type of scholarship.

Before this number of the *Journal* goes to press, Jebb's successor as Greek Professor will have been elected. Anticipation gathered vaguely about the names of one or two scholars who have not been closely identified, at least of late years, with Cambridge work; but when the list of candidates was published it appeared that the new professor is to be one of ourselves. The five candidates are to deliver prelections between January 23 and 26 on subjects of their own choosing. The electors, who are bound to hear all five prelections if they are to vote, are the Council of the Senate—perhaps of all electoral bodies known to the University the most generally trusted. They will have to choose between Dr. Adam, Dr. Headlam, Dr. Jackson, Prof. Ridgeway, and Dr. Verrall—not an easy task at all, where so much distinction in such various directions is gathered; but, at all events, most of the prelections will be interesting, and one or two of them should of themselves repay the trouble of hearing all and making so serious a decision.

Sir Richard Jebb's death left Cambridge with one representative in the Parliament that so suddenly and mysteriously vanished to meet no more. For reasons which

The Election.

your correspondent owns, like Herodotus, that "he knows, but does not think it 'canny' to mention," some of the electors did not wish to return Sir John Gorst again, and they took means to secure his defeat. These, too, may be left undiscussed here. Suffice it to say, Prof. Butcher, of Edinburgh, an entirely fit representative for a University (if University constituencies are really represented by academic distinction, which, considering the vast mass of University electors, I beg leave to doubt), and Mr. Rawlinson, Commissary of the University, were elected. But, before the election was over, other things happened elsewhere—in Manchester, for instance—and people began to change their minds, and rumour hints that we are to have greatness thrust upon us. Palmerston and Pitt were members for Cambridge University and Prime Ministers. The new combination will not be quite the same.

A new pair of members might well consider whether, in keeping up the benefaction of former members, as in duty bound, they might not devote their gift to something better than a Latin Essay Prize.

Mr. R. P. Brereton has left the University an estate understood to be worth £6,000.

So.

Mr. Ludwig Mond has made a gift of £1,750 to the University to maintain the Stokes and Cayley

Lectureships in Mathematics.

The arrangements are being completed for the course in Forestry leading up to a Diploma.

A long report has been issued on the work of the selected I.C.S. candidates of 1905 and the newly chosen of 1906. £1,200 is being spent on them, towards which the Government has granted £500 and the University £750.

Appointments: J. E. Leatham, M.A. (St. John's), University Lecturer in Mathematics; C. T. R. Wilson, M.A. (Sidney), University Lecturer in Physics (reappointed); Hájji Mirzá 'Abdu'l-Husayn Khán, University Teacher in Persian; Prof. Kirkpatrick, Council of Senate; G. C. Macaulay (Trinity), University Lecturer in English; J. A. Crowther (St. John's), Research Studentship at Emmanuel College.

Prizes, Scholarships, &c.: Jeremie Septuagint Prize—G. F. Upton (Emmanuel). Seatonian Prize—A. C. Deane, M.A. (Clare). Walsingham Medal—W. S. Perrin (Caius). Whewell Scholarship—N. de M. Bentwich (Trinity); R. Burrows (Trinity Hall) and C. B. L. Tennyson (King's) (re-elected). Crosse Scholarship—J. R. Darbyshire (Emmanuel). Members' Latin Essay Prize—A. Petrie (Trinity). Members' English Essay Prize—N. Bentwich (Trinity). Burney Prize—L. Alston (Christ's).

MANCHESTER.

The rise in numbers at the Grammar School has necessitated the

Grammar School.

adaptation of the large masters' common room as a class-room, the board-room being now used as a meeting place for the staff. Recent successes of Grammar School boys include a postmastership at Merton College, Oxford, a mathematical exhibition at Queen's College, Oxford, and the Senior Hulmeian Scholarship at Brasenose College, Oxford. The Chair of Chemistry at the University of Sheffield has fallen to an Old Manchester boy, and among several Old Mancunians who have obtained secretaryships to members of the new Ministry may be mentioned Mr. J. S. Bradbury, of Brasenose College, Oxford, who has been appointed Secretary to the Chancellor of the Exchequer. At the last meeting of the Governors the Dean of Manchester (himself an old boy) was appointed Chairman of the Governors in succession to Mr. H. J. Roby, whose resignation was accepted with much regret. It may be mentioned that not only has Mr. Roby held for many years the post of Governor of the school, but, on one occasion, during an *interregnum*, he filled for some months the position of High Master. Mr. E. B. Hickinbotham, B.A., late Scholar and Bible Clerk of Queen's College, Oxford, Mr. C. E. Fry, B.A., formerly Postmaster of Merton College, Oxford, and Mr. B. Neuendorff, Ph.D., of the University of Berlin, have joined the staff. The manual training staff has been strengthened, and a beginning has been made with the provision of teaching in commercial subjects. Among coming changes, there are rumours of a slight lengthening of the school hours after midsummer, and of an attempt to secure a second playing field in South Manchester. Both at the Grammar School and at the University mock elections have excited much interest.

January is the month for the celebration of Founder's Day at the Manchester High School for Girls. On January 19 the Manchester High School for Girls celebrated its thirty-second anniversary, the address on this

occasion being delivered by Mrs. Tout, M.A., the wife of the Chairman of the Governors. Three days later the Pendleton High School for Girls celebrated its twenty-first anniversary. The special visitor on this occasion was the Vice-Chancellor of the University, who expressed the hope that he would see many Pendleton girls at the University. Miss Butcher, the late Head Mistress, gave an interesting review of the

(Continued on page 136.)

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early days of the school and the honours gained by former pupils. During the temporary indisposition of Miss Nally, one of the mistresses, her work is being taken by Miss Gowan, B.A. The Pendleton School is now quite full.

At the University Mr. C. H. Lobban, B.Sc. Glasgow, has been appointed Senior Instructor in Drawing, and Mr. C. H. Lander, B.Sc., Junior Instructor in the Department of Engineering. Mr. H. E. Wood, M.Sc., has resigned his post as Demonstrator in Physics on his appointment to the post of Chief Assistant in the Transvaal Meteorological Department. Mr. A. D. Lindsay, M.A., Assistant Lecturer in Philosophy, has resigned his post on his appointment to a tutorship at Balliol College, Oxford. The Physics Department also loses the services of Mr. H. Morris Airey, M.Sc., who has accepted the post of Senior Lecturer in Physics at the Armstrong College, Newcastle-on-Tyne.

The Manchester Branch of the Classical Association held its first meeting for 1906 on January 26, when Canon Hicks, the President, lectured on the light thrown by archaeology on the history of Greece. Prof. Butcher is to address the Association in February.

At a joint meeting of the Teachers' Guild and the Froebel and Child-Study Association, early in February, a discussion will be opened by Miss Caroline Herford and Mr. S. W. Meek, M.A., on "Organized Games in Secondary Schools."

WALES.

A special meeting of the Court was held at Shrewsbury on January 25 for the purpose mainly of defining the duties of the Registrar appointed under the new scheme adopted at a previous Court meeting. The Standing Executive Committee submitted various recommendations, but, taken as a whole, they did not constitute any wide departure from the duties as defined in the University charter. Under the new conditions, some of the functions hitherto discharged by the Vice-Chancellor will be transferred to the Registrar, thus effecting a considerable reduction in the routine business that must be transacted by the former officer. Such matters as making arrangements for the holding of University examinations, preparing the list of candidates for University examinations, &c., will in future be dealt with by the Registrar, and not by the Vice-Chancellor.

There was a somewhat prolonged discussion on a motion by the Warden of the Guild of Graduates that a separate Finance Committee of the University, directly responsible to the Court, should be appointed, but ultimately it was unanimously agreed that the Standing Executive Committee should select six from among its own members to form a Finance Committee. A satisfactory settlement of some of the thorny questions which have troubled the peace of the University for some time past has therefore been reached—a result mainly due to the conciliatory spirit displayed by all members of the Court.

At the same meeting it was resolved to provide for the drafting of a statute to establish a Faculty of Medicine. No progress, however, was made with the draft statutes relating to the affiliation of the colleges.

A second Conference on the Training of Teachers was held at Shrewsbury on January 26. Nearly all the representatives present were members of the different Local Education Authorities, as associations such as the Welsh County Schools Association and the N.W.T. were not invited to send to take part in this Conference. The Local Authorities evidently do not regard the question of secondary training as of a very pressing character, as not a single resolution has any reference to it. It is therefore very probable that, until some satisfactory settlement of the pupil-teacher difficulty is reached, but little progress will be made in the matter of providing additional facilities for the training of secondary teachers. We shall for some time be obliged to remain content with the system adopted by the three University colleges. Several suggestions of a somewhat drastic nature were made with regard to the training of the probationers. Thus, the Denbighshire representative proposed that the Board of Education be requested to allow each Local Education Authority to divide the time between the primary and secondary school, according to the needs and circumstances of the different localities. There was a similar resolution from the Cardiganshire Education Committee. The same Committee also expressed the opinion that no solution of the problem of the training of probationers will be found satisfactory which does not provide for a four years' continuous course of instruction at a secondary school as a preliminary to any specialized training in the art of teaching. Another motion of great interest was that submitted by Principal Roberts, to the effect that the Education Authorities should appoint a competent expert to report on the present position and prospective requirements in respect of training of teachers in Wales and Monmouthshire. As these requirements vary so considerably in different parts of the country, it is manifest that such a report must be of a very voluminous character, and therefore likely to prove very ineffective. The settlement of such a question as this on a national basis must present enormous difficulties,

as the conditions are not by any means uniform throughout the Principality.

The Montgomeryshire County Council have decided to resume the administration of the Education Act, as the Board of Education had decided to pay the grants in full to the County Council. In common with other Welsh counties, it still adheres to the "No Rate Aid" policy; so that no expenditure on the non-provided schools which cannot be met out of the Government grants will be incurred.

Mr. Lloyd-George, in one of his electioneering addresses, states that he has received an assurance that a Welsh National Council of Education would be established, giving Wales complete control of her own educational system. The Education Board contemplated by him will be quite independent of the control of the Board of Education, and will thus differ very materially from the Scotch Education Department. The Welsh Council of Education must be chosen by the Education Committees of Wales, and not nominated by Imperial authority. As the President of the Board of Education is understood to be favourable to some such plan, it is very probable that in a very short time it will be carried into effect. Meanwhile it is of the utmost importance to all members of the teaching profession that they should be prepared with a definite policy with regard to their relationship to the new Council.

SCOTLAND.

A report of the Conference of Representatives of the four Universities on the questions of the extended session and the reconstruction of the Arts curriculum has been submitted to the Court and Senatus of each University. It recommends the adoption of a three-term session of at least twenty-five weeks, the number of class meetings in each session to be not less than seventy-five in the case of ordinary classes and fifty in the case of Honours classes. Any University may, however, arrange that in certain subjects attendance during two of the three terms may be accepted as qualifying for the degree. As regards the curriculum for the degree, the report recommends that seven courses in five subjects be required; but it is suggested that any University should have the power to retain the present seven-subject degree, either alone or as an alternative to the five-subject degree. It is further proposed that, "subject to such general principles as may be determined from time to time by the four Universities in common," each University should have the right to make its own regulations "regarding the definition and grouping of subjects for a curriculum in Arts, ordinary or Honours." The next step will be the drafting of an ordinance to carry these proposals into effect, and, if such an ordinance passes into law, the Universities will have gained a large measure of freedom as regards their purely educational arrangements. It is most desirable that something of this sort should happen. The circumstances, needs, and ideals of the various Universities are by no means the same, and, if they are to progress satisfactorily on their own lines, they ought to be freed from the hard, detailed uniformity that is imposed on them by the existing Ordinances. The discussions of the Conference and the compromises suggested by its report have made this perfectly clear.

The official statement of the number of matriculated students (excluding women) at Glasgow and at Edinburgh Universities during 1905 shows an increase of fifteen students in the case of Glasgow and of ninety-two in the case of Edinburgh. As compared with the statistics of 1889, the numbers for 1905 show a diminution of 273 at Glasgow and of 822 at Edinburgh. For the current session 502 women are matriculated at Glasgow and 385 at Edinburgh. The total number of matriculated students (including women) is 2,310 at Glasgow and 3,165 at Edinburgh.

Lord Mackenzie has resigned his position as Chancellor's Assessor on the University Court of St. Andrews. Major W. R. N. Annesley, D.S.O., Royal West Kent Regiment, has been appointed Lecturer on Military Subjects in St. Andrews University, and in the same University Miss Dorothy Le Couteur has been appointed physical instructress of the women students. Following the lead of Edinburgh University, the St. Andrews Court has resolved to raise the fees for classes qualifying for graduation in Arts to £4. 4s. per session for each class. St. Andrews also proposes that arrangements should be made for holding the preliminary examinations a week earlier than at present.

As a memorial of the late Rev. William Hastie, D.D., Professor of Divinity in Glasgow University, a sum of £1,000 has been given to the University for the foundation of a Lectureship in Theology. The library of Prof. Hastie, along with a bust of him, has also been presented to the University by his relatives.

Sir Thomas McCall Anderson, Professor of Medicine in the University of Glasgow, has been entertained to dinner by his colleagues and the leading members of the medical profession in the West of Scotland, in recognition of his services to the Glasgow Medical School, in which he has been a distinguished teacher for forty years.

Considerable progress has been made with the extension of the Edinburgh University Union. The additions include a large library, a

(Continued on page 138.)

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reading and writing room, committee-rooms, cloak-rooms, a large new kitchen, and two fives courts. It is expected that the whole of the buildings will be completed for occupation in October, 1906. A sum of £15,000 is still required to meet the present expenditure and to clear off debts, and the Committee is appealing to friends of the University to help them in raising this amount.

SCHOOLS.

CLIFTON COLLEGE.—College scholarships and other distinctions outside the school.—Oxford: classical scholarships—G. E. G. Forbes, D. T. Monteath, Trinity; E. S. G. Robinson, Christ Church; Classical Exhibition; P. P. Reitlinger, Lincoln. Cambridge: classical scholarships—F. R. R. Rudman, King's (in residence since October); P. H. F. Wiseman, Jesus; Classical Exhibition—H. R. Gould, Queens'; science scholarships—H. H. Mathias, King's; E. P. Reynolds, Caius. Woolwich: H. G. MacGeorge (2nd), H. A. Cox (5th), H. Smithson (these three left the school last August); R. G. Purcell, B. S. Raymond. Sandhurst: H. H. Lean (1st), C. B. Adams, J. D. Ogilvy. The concert at the end of last term was one of the most successful we have ever had. "Trafalgar Year" was recognized by a performance of Sir Charles Stanford's setting of Mr. Henry Newbolt's "Songs of the Sea." The composer kindly came down to conduct the chorus and orchestra, and Mr. H. Plunket-Greene—a frequent and always welcome visitor at his old school—sang the solos.

HARROW.—We are to have shortly a new experience—an inspection, and that by the University of London. Why the proposed inspection by the Board of Education fell through is a State secret.

UPPINGHAM SCHOOL.—The following scholarships, &c., were gained from the school last term:—for classics at Oxford, H. Ramsbotham at University College, P. Newbolt at Oriel; and L. R. Fawcus a minor scholarship at Trinity College, Cambridge; F. D. Purser a history sizarship at Trinity College, Cambridge, and R. G. L. Morgan a Johnson Exhibition for science at Emmanuel. W. K. P. French has left us, having been appointed Professor of Arts at the University of Allahabad. A number of lectures were given in the schoolroom last term, the most appreciated, perhaps, being that by Mr. E. T. Reed, of the staff of *Punch*, on "The Art of Caricature," of which he is such a notable exponent. Our Football Fifteen has been very successful, and have won most of their matches, chiefly against college teams from Cambridge; they are to be especially congratulated on their fairly easy victory over Righy School.

WINCHESTER COLLEGE.—The new college roll is as follows:—J. D. Denniston, H. E. G. Tyndale, C. P. Skrine, F. C. Barclay, G. H. Bullock (exhibitioner). G. D. Roehling has been elected to a £30 scholarship at Queens', Cambridge. We welcome this term on the staff Mr. Wilson, of New College, Oxford, and Mr. Robins, also of New College, Oxford, a former prefect of Hall.

PRIZE COMPETITIONS.

The Translation Prize for January is awarded to "Chestnut." There was little to choose between his version and those of "Complex," "J.F.," "Effendi," "Taugenichts," and "Saxon."

The Winner of the Translation Prize for December is Miss Grace I. Masson, St. John Baptist High School, Newport, Mon.

Commynes est avant tout un homme très intelligent, et c'est presque toute sa définition. Il y a des hommes qui sont nés pour agir, et, selon qu'ils ont du bon sens ou n'en ont point, ce sont des actifs ou des agités. Il y a d'autres hommes qui sont nés pour comprendre, et qui ne se lassent jamais. Ils peuvent être actifs aussi, mais comme en seconde ligne. L'homme d'action se sert de son intelligence pour agir, et l'homme intelligent qui est mêlé à l'action ne se sert guère de l'action que pour comprendre plus de choses. Tel était Commynes. Personne plus que lui n'a contribué à faire l'histoire, en ayant l'air de rester témoin curieux plus qu'acteur. Il devait savoir se dédoubler, s'occuper d'une affaire en la conduisant au but, mais en même temps en l'étudiant pour elle-même, et les hommes qui y étaient mêlés, comme objets très intéressants pour le curieux de choses humaines. Très différent en cela de Saint-Simon, à qui du reste on n'a pas eu tort de le comparer. Saint-Simon, parfaitement incapable d'action, est possédé par la curiosité, et, malgré toute sa pénétration, malgré tout son génie, qui n'est pas ici en cause, reste toujours extérieur aux choses dont il est témoin. Commynes est dedans, à l'intérieur même de ces choses-là; il y est mêlé intimement, il les fait; mais il est assez froid pour les observer cependant, et il les observe comme du centre. De là, avec cent fois moins de talent que Saint-Simon, une sûreté, une certitude, une plénitude de sens, un manque merveilleux d'imagination, qui sont des qualités supérieures d'historien.

(Continued on page 60.)

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(Continued on page 142.)

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not the drivers. "Men of business or busybodies," was one suggestion; "players or puppets" might serve. *Pour comprendre*, "to mark and learn, and are never tired of learning." The addition is almost necessary to make the sense clear. *Témoin curieux*, "interested on-looker." *Curieux*, as M. Arnold pointed out in "Essays in Criticism," bears in French no shade of disparagement. *Il devait savoir se dédoubler*: "He must have known how to play two parts in one," or, "He must have been able to live a double life." *A qui du reste*: "to whom in other respects he has been justly compared." The tense was commonly missed. *Reste extérieur*: "In all his personal narrative is only an outsider; Commynes is inside, at [not "in"] the very heart of events." *Il les fait*: "He is their author." *Un manque*: "a remarkable absence of imagination." Even then it seems strange to assign this as a virtue in an historian, but, if we translate "lack," it sounds stranger. What Faguet means is that Commynes indulges in no flights of fancy.

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Ipsa Roma die, nec adhuc ostenditur auctor,
Personuit venisse ducem laetisque Quirites
Vocibus auspiciū certi plausere triumphī,
Muniti Stilichone suo. Quis gaudia vero
Principis amplexus alacres, quis disserat aulae?
Pulveris ambiguum nubem speculamur ab altis
Turribus incerti, socios apportet an hostes
Ille globus: mentem suspensa silentia librant.
Donec pulvereo sub turbine sideris instar
Emicuit Stilichonis apex et cognita fulsit
Canities. Gavisia repens per moenia clamor
Tollitur, "Ipse venit!" Portas secunda per omnes
Turba salutatis effunditur obvia signis.
Non iam dilectus miseri, nec, falce per agros
Deposita, iaculum vibrans ignobile messor;
Nec temptat clipeum proiectis sumere rastris,
Bellona ridente Ceres humilisque novorum
Seditio clamosa ducum: sed vera iuventus,
Verus ductor adest, et vivida Martis imago.

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Es weicht die Nacht und überm Hügel
Glimmt roter Schein am Himmelssaum,
Noch birgt der Vogel unterm Flügel
Sein traumend Haupt im weichen Flaum.

Nur leise schallen helle Stimmen,
Die bald verhallen überm See,
Im Kloster seh' ich Kerzen glimmen,
Und Nonnen gehn durch zarten Schnee.

Ein stiller Zug von wenig Schwestern:
Es stirbt das Nonnenkloster aus;
Davon verschied die jüngste gestern,
Man senkt sie in des Grabes Haus.

Darauf ein still Gebet der Frauen,
Doch keine heisse Träne rinnt,
Kein Schluchzen tönt und ist zu schauen
Kein trostberaubter Mann, kein Kind.

Es fallen leichte Flocken nieder,
Und nichts ist von dem Grab zu sehn,
Und weit und breit ist Stille wieder,
Und Tag wird's als ob nichts geschehn.

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INCORPORATED ASSOCIATION OF HEAD MASTERS.

THE Annual General Meeting of the Association of Head Masters was opened on Thursday, January 11, at the Council Chamber of the Guildhall. About a hundred head masters were present. The LORD MAYOR attended and took the chair, and on behalf of the Corporation of the City of London welcomed the members of the Association.

On the motion of the Rev. J. WENT (Leicester), the retiring President, seconded by Mr. J. EASTERBROOK (Owen's School, Islington), the new President, a vote of thanks was accorded to the Lord Mayor, who then left the Council Chamber.

The President's Inaugural Address.

Mr. EASTERBROOK, after expressing his thanks for the honour done him, said the Association had been in existence for more than sixteen years. It was established to bring together all head masters of schools, under public or corporate control, concerned with secondary education, and it is a feature of the Association that such head masters have a right to be members of it. It numbers between five and six hundred members, and, although it is difficult to state with perfect accuracy the number of public secondary schools, or grammar schools, as they are still more generally named by the public—schools which come between the elementary schools and the University—the lists show that there are about seven hundred in England. They might therefore say that they were fully representative of boys' secondary education in this country.

The Association came into existence when little interest was taken in secondary education by the great mass of the public. Matthew Arnold had been preaching in the wilderness, but practically nothing had been done to organize secondary education, and head masters throughout the country, with the exception of a limited number who were invited from time to time to take part in the Head Masters' Conference, were so many isolated units. When the Head Masters' Conference, founded by Thring, Harper, and a few others in 1869, first began to hold its meetings, the time was not ripe for the formation of any Association on a more popular basis, or, he had no doubt, it would have been done by such liberal-minded men. All this had been altered. They claimed that this Association had been a great factor in making the general public take an interest in secondary education and in bringing together those responsible for it—not only its own members, but also representatives of other educational interests—in helping to break down the barriers which separated school from school, and in infusing a spirit of public helpfulness among head masters and educational bodies alike.

State Organization.

When the Association came into existence the only relation of secondary schools with any State Department was through the Charity or Endowed Schools Commission, which framed the schemes for the reconstitution of the old grammar schools, and then left them to their own resources or want of resources. There was also the connexion with the old Science and Art Department, which encouraged the teaching of science by paying so much per head for passes in certain subjects. Then came the Local Taxation (Customs and Excise) Act of 1890, which led to the formation of Technical Education Boards and to a great improvement in the buildings and plant of secondary schools, especially on their science sides, all over the country. The development in London during the next few years, under the able and broad-minded management of Dr. Garnett, was very great, and there was hardly a school in the Metropolis which did not profit by the change. The difficulties connected with the administration of this Act kept the Council of the Association very busy for some years. They then carried on a long continued agitation for a comprehensive Bill dealing with secondary education. There were conferences at Oxford and Cambridge, and the Royal Commission of 1894. At last came the Government Bill in 1899 for the formation of a Central Authority, and, finally, the Education Bill of 1902. The period of organized science schools had given place to one in which the Board of Education takes a broader and more comprehensive view of secondary education and its needs. Nothing but praise was due for the developments which had taken place in this direction under the late administration. The four years' course as now established and improved in the most recent regulations is a distinct advance on anything which has gone before. The full effects of the regulations will be seen as time goes on; but, if those regulations are administered in the proper spirit, if sufficient liberty is given to the schools to frame their courses according to their circumstances and the needs of their localities, much good will come of it. He hoped that the new Government would carry on the work in the same spirit, and he would strongly urge upon the Authorities to add a fifth year's course to the secondary-school scheme at the earliest opportunity, and to materially increase the Treasury grant.

Local Authorities.

To turn now to the administration of the Act of 1902 by the Local Authorities. Whilst recognizing that much had been done and that progress had been made, they were obliged to state that the Act has not as yet done so much as was hoped for the proper organization of higher education. Local Authorities have been so occupied with elementary education that they had hardly touched the question. In some counties, indeed, when they had considered it, it had only been to decide that they have no funds to set apart for any work beyond the elementary. In other cases secondary schools of an inferior type—secondary in name, but higher elementary in character—had been set up. This policy was not in the true interests of secondary education as they understand it.

London.

The working of the Act in London is being watched with peculiar interest. It will be remembered that the Metropolis was omitted from the Act of 1902, and a scheme was afterwards drawn up by which the County Council here also become the Local Education Authority. But the Committee for all branches of education for this enormous population has only the status of an ordinary sub-committee of the Council, and it contains no direct representatives of professional experience. It remains to be seen whether a Committee so constituted and with such powers can effectively control the education, in all its branches, of such an area, with so many millions of population.

Pupil-Teachers.

The Association has cordially approved of the policy of the Board of Education in requiring that a part of the education of those who intend to be teachers in the elementary schools should be obtained in secondary schools. The scheme is not without its difficulties for us, and there is, especially, the problem of dealing with them in any effective way as half-timers. His own opinion was that neither half-days, alternate weeks, nor alternate terms would be found so satisfactory as complete school-year periods in the secondary school. The pity of it was that they got such poor material for these pupil-teacher scholarships. There was a time when the head master of an elementary school could easily induce his most promising pupil to take up the career of a teacher; but now the case is quite otherwise. Also, the candidates who come forward from their own schools are far from being among their best pupils. It was difficult to see why this was so; for the prospects of elementary-school masters are distinctly better than those in many careers which appear at the present time to be more popular with both parents and boys, who are given too much to looking at the immediate pecuniary advantage only.

Supply of Masters.

He came next to the supply of masters for secondary schools. There is the deplorable fact, adduced by scholastic agencies, Local Authorities, and head masters, that the best men from the Universities are not entering the profession of teaching in sufficient numbers, and the numbers appear to be dwindling year by year. Brilliant men are attracted elsewhere. Several reasons were given for this, one being the vexed question of tenure, which they, in conjunction with the Assistant Masters' Association, had done their best to settle in a manner satisfactory to all interests. But he could not admit that this is the main cause of the decrease in the number of candidates for masterships. The main cause is that the prospects are not sufficiently promising to attract good men. Salaries have improved considerably of late years, and the minimum salary in most schools has been raised, but there is pressing need of still further improvement at the top. The salaries for assistant masters in most schools tend to become stationary far too soon. The great majority of masters nowadays do not take Orders; so they cannot hope for preferment in the Church in their later years, and very few have the chance of being put in charge of boarding-houses. All cannot become head masters, and there are not a few cases of men who have become head masters who affirm that they are not so well off as they were when they were assistant masters. What is wanted is that an efficient assistant master may see a career before him with a sufficient competency in his later years, even although he may never become a head master. He did not despair of the future. A well considered pension scheme, State or otherwise aided, would work wonders.

Training.

If the position and prospects of the assistant master are put on a more satisfactory basis, the public may fairly demand that the master should know his business, that he should not begin his work in complete ignorance of any of the principles of teaching, nor conduct experiments and gain his experience at the expense of his class. The commencing salary, as he said before, in many schools is higher than it used to be, but men begin to teach just as ignorant of the business as they ever did. This ought not to be. There must be a period of training, or at least of probation under supervision. He hoped that very few of them were now bold enough to say that all training is unnecessary. The born teacher, if well educated and clever, may not learn much from training, especially if his first work is with a high or

with the highest form. Even he, if he were put with the youngest boys, might begin to realize that he had much to learn. The man quite unsuited for teaching will gain nothing from training, and the sooner he finds it out the better for all parties. But it is the great intermediate class of average men who commence with a liking for teaching, or at least a leaning towards it, for whom training will do much; but how is this to be brought about? Evidently men cannot be induced to give up time and money to training for a profession which they believe does not offer good prospects of a successful career. Improve the prospects, make the profession attractive, and the rest will follow.

Curricula.

The curriculum, as well as the methods of teaching, in secondary schools had been subjected to much criticism of late. The great danger in the modern secondary school—from which the more purely classical schools are free—is that we try to teach too many subjects at one time, and the boy leaves school not knowing any one subject well. As time goes on and the sum of human knowledge has increased, new subjects have been added to the school curriculum, and not one has been omitted that he had ever heard of except, perhaps, "the use of the globes." And every subject has its partisans who consider it more important than any other subject. In fact the overloading of the timetable has been going on to an increasing degree for years. The whole system is in a state of acute congestion, and the only cure is an immediate simplification. No real progress is made in any subject until a certain degree of mastery is obtained, but, under the present conditions, it is impossible for the average boy to master any subject. The stimulus of enjoyment is therefore sacrificed and a boy's whole time is spent on elements. Mr. Wells (not their member) speaks of the "dullness of the scholastic atmosphere," and he admitted there was room for improvement. One cure is in a simplification of the time-table. A boy must not have to turn his mind to so many different subjects in any one week. He did not say that any boy should leave school totally ignorant of many of the subjects we now teach. But more might be done than is done at present in making a selection. The whole of the subjects which we consider go to make up a good general education may be divided into about five sections according to the faculties exercised, and, roughly, if we take the whole period of school life into account, an equal time would probably be given to each. But in any one year the time given to one or more subjects might predominate over that given to the others: and when we have to add a subject—such as manual work—we might drop another which is allied to it. At present, they generally had too many irons in the fire at one time.

Staffing.

Another desideratum in most schools is a larger staff. If it were possible to draw a proper comparison between the staff of any secondary school and that of a successful business house, or of a Government office, it would be found that there are very few secondary schools in the country which are not much under-staffed.

School Fees.

All this would make secondary education more expensive than it is at present. They required more masters, better trained masters, and better paid masters. He had said nothing of the antiquated state of the buildings of many of the old grammar schools. The income of most schools is from three or four sources—endowments, fees, and grants from the Local or Central Authority or from both. Endowments are either stationary or dwindling. Parents have been taught to expect secondary education for a small fee, and it is doubtful whether it would be advisable to raise the fees to any extent in many localities, although the great development of the scholarship system throughout the country has put it in the power of promising boys to obtain an advanced education at very small expense to their parents. There are very few instances in which a brilliant boy need be debarred from a good education because of the cost of it. He believed that the scholarship system, properly organized and carried out, was one of the best investments the country has made of late years. The raising of fees, therefore, would not be such a hardship as it would have been before the scholarship system was so universal.

Treasury Grants.

There remain the grants. The majority of Local Authorities are either unable or unwilling to increase them to any extent.

Sir W. Hart Dyke well said, a few days ago, that he lamented the indifference which the legislature manifested towards education. He was not throwing stones at any particular party; but he had observed during a long Parliamentary experience that the few hours devoted to the Education Estimates were almost grudged by the members. They heard a good deal about the Army, Navy, and reserve forces, and an enormous amount of time was occupied in considering matters relating thereto; but in his opinion the defensive force of education was quite as important, and should therefore receive more attention. France and Germany and the United States were always marshalling their commercial battalions to the detriment of the industries in this

country, and it was quite as necessary for England to protect her commerce and trade by educating the people as it was to maintain the Army and Navy to defend our shores. Whereas money was lavished upon the other services, it was merely dribbled out for education. He hoped that the turn for secondary education had come, and that, by the aid of an increased Treasury grant, it will be put within the reach of all throughout the country who are fit to receive it.

Regulations for Secondary Schools.

Dr. McCLURE (Mill Hill) moved the following resolution :—

"That the current regulations of the Board of Education for secondary schools are tending to undue restriction of the 'freedom, variety, and elasticity which are desirable in the case of public secondary schools."

He said that they all appreciated the difficulties of the task which the Board had set itself, and sympathized with its endeavour to evolve order out of chaos. It was in no spirit of carping criticism that they raised a protest against a cause which was fraught with danger to those schools that were doing the best work. Their clear duty was to inform the Board courteously, but frankly, how matters stood. There were many schools up and down the country whose only chance of survival was to put themselves under the dominion of the Board, and these found that it was a process of levelling down rather than of levelling up. He hoped that masters who felt the pinch more than he would give their experience.

Mr. TELFORD VARLEY (Winchester) seconded the resolution, which was carried, and then proposed :

"That the policy of minute regulation of details of school work pursued by the Board of Education constitutes a grave danger to secondary schools."

A year's experience of the Board's regulations had raised in him a feeling of alarm, if not of resentment. The control exercised by the Board was of the kind that hampers, not that strengthens. The Board was embarrassed by its antecedents. It inherited the cast-iron system of the Science and Art Department, and had to adapt this both to schools of the higher elementary type and to schools under schemes which gave their direction to their head masters. The Board had to choose between machinery and the men who controlled the machinery, and so far they had chosen wrong. The regulations were vitiated by the fundamental defect that they did not look on the curriculum as a whole. They imposed an arbitrary period of four years. There was a multitude of forms to be filled up—a whole fortnight's work, as a head master complained in *The Journal of Education*. They treated the head master as a child in leading strings, at best as a *director studiorum*. The suggestions on method and scope of teaching were excellent in their way, but Inspectors would look for the adoption of the course they recommended, and they would tend to crystallize and repeat the baneful influence of Codes in primary schools. He suggested a conference to discuss the whole matter. The gods of the Head Masters' Conference might come down to them in the likeness of men and representatives of the Board in the likeness of gods.

Mr. R. W. HINTON (West Hampstead) seconded.

Mr. KINMAN (Hertford) said he should have liked to see "methods" substituted for "regulations." For the last year he had been governed by the irresponsible Memorandum. That it contained merely suggestions was a fiction. His teaching of English had been criticized as "bad," and an Inspector had given a demonstration lesson according to the new method. If that was a fair sample, he hoped that the old, bad teaching might continue.

The resolution was carried.

Mr. W. K. CARTER (Watford) moved :

"That the Board of Education be urged to amend the regulations for secondary schools so as to permit schools taking special courses throughout (a) to have a first and second year course common to all boys; (b) to admit both a science and a literary course in the third and fourth year."

At present no liberty of action was allowed for boys over thirteen to over seventeen. The reply of the Board : "If you do not care to work under one set of regulations, choose the other," was nugatory, for it entailed a loss of half the grant. These schools had been called into existence by the Government and municipal bodies on the strength of the grant offered, and spent large sums on buildings and plant. Now the policy was changed, and schools were pressed to alter their curriculum to suit the needs of the neighbourhood. The old distinction between A and B courses should be swept away, and all grants made on the A scale.

Mr. HITCHCOCK (Southend) seconded. Bifurcation at the age of thirteen as enforced by the Board was absolutely wrong in principle. The Board would not relax their hard and fast rule. His time-table, submitted last September, had not yet been accepted.

The resolution by an amendment was referred to the Council.

Mr. W. H. BARBER (Leeds) moved :

"That in the award of grants special consideration should be given to the case of schools formerly called 'A schools,' of which the efficiency is threatened by the reduction of payments."

The matter had been fully dealt with in the report of the special committee to which he had acted as secretary. The difficulty at bottom was one of finance, and would be solved by more liberal grants. Admission to the special course should be decided by attainments, not by age. What they desired was a five years' course, beginning at twelve.

The Rev. C. J. SMITH (Hammersmith) seconded. The present regulations acted most unjustly, and he believed that the Local Authority under which he was working were spoiling for a fight.

The resolution was carried.

The Rev. A. E. SHAW (Thame) moved :

"That discretionary power should be given to schools to enter pupils for external examinations in the first and second years of the course."

The matter was of importance for smaller grammar schools like his own, where many of the pupils left early, and parents desired for them some certificate.

Mr. MILLER second the resolution, which was carried by 51 votes to 46.

Before the resolutions were put, the Chairman invited a general discussion.

Mr. E. YOUNG (Lower School, Harrow) took exception to the second as a too-sweeping condemnation of the action of the Board. Crystallization was not always a bad thing : if you crystallized carbon, the product was diamonds. Prof. Sadler, in *The Journal of Education*, had urged that all education should be regarded from a national point of view, and that there should be a common curriculum up to the age of fifteen. He preferred the regulations of a Central Board to the irresponsible idiosyncrasies of ever-changing Inspectors.

Mr. R. E. STEEL (Northampton) said he had found H. M. Inspectors most reasonable men, and willing to act as a buffer between him and the Board when a disagreement arose on the authorized curriculum.

Mr. C. W. KAYE (Bedford Modern School) said his experience differed from that of Mr. Steel. Did the Board of Education listen to their views? He had been told by a high official of the Board that circumstances might arise in which the head master should be the last person to know what was going on. No one ever took the school of science for its own sake ; it was always for the sake of the money. He warned them that such schools might prove a Frankenstein, a monstrous prelude to minute regulations as to how and what to teach. Under the head Geography syllabus he found "deep sea products." His acquaintance with that subject had not gone further than guessing what would be the best product of the Board of Education.

A motion (not on the Agenda) was then moved by Mr. J. WENT, seconded by Canon SWALLOW, and carried :

"That, with the purpose of diminishing the present excessive requirements made during the school year by the Board of Education and by Local Authorities for statistics to be furnished by secondary schools, the Association should endeavour to obtain an effective unification of such requirements."

The first question discussed at the afternoon session was :

Treasury Grant for Secondary Schools.

Mr. T. VARLEY moved :—

"That, in the opinion of this Association, State aid is required to maintain and develop the efficiency of secondary schools already existing in areas in which rate aid is being proved to be insufficient."

He said that secondary schools were suffering from insufficient financial support, and, as reliance upon the rates in many districts had broken down, the question should be dealt with as a national one. Up to the passing of the 1902 Act Hants had devoted the whole of the whisky money to secondary education, but since then more than a third of this (£3,500 out of £9,000) had gone to training—i.e., the instruction of pupil-teachers. Secondary schools were even worse off than before the Act.

Mr. L. H. BAY (Peterborough) seconded the resolution.

The Rev. E. F. M. MACCARTHY (Birmingham) supported the resolution on national grounds. The Act of 1902 was full of defects. It gave the Local Authority very little power, no definite duties, and no money in respect of secondary education. It drew a most arbitrary line between primary and secondary schools. Throughout the country the burden of rates was killing education.

Canon BELL said that the expense connected with the training of teachers constituted a serious bar to the supply of masters. Unless serious efforts were made, not only on the part of schoolmasters and Local Authorities, but also on the part of the Central Authority, to get rid of the difficulties surrounding the question, the Registration Act would become entirely abortive in a short space of time. In the result the motion was withdrawn ; and the following resolution, moved by Mr. P. WOOD (Darlington), and seconded by Mr. REITH (Halifax), was agreed to :—"That, in the opinion of this Association, additional State aid is required to maintain and develop the efficiency of already existing secondary schools." It was decided to forward the foregoing adopted resolutions to the Board of Education, at the same time ex-

pressing the view that the Association, in sending them, gratefully recognized the desire of the Board to co-operate with head masters in improving and extending secondary education.

Federation.

Canon BELL moved that

"This Association approves of the proposal to form a Federal Council of representatives of the chief bodies of Secondary Teachers."

He explained how the proposal for a Federal College had fallen through, by reason of the unwillingness of the College of Preceptors to jeopardize their present position. The Jebb Council had proved abortive because it was constituted simply as a discussive society. The proposed Council would be invested with executive powers, but a unanimous vote would be necessary before their powers could be exercised.

The Rev. C. J. SMITH seconded.

Mr. MADELEY inquired whether the scheme when drafted would be submitted to a general annual meeting or only to the Council.

The CHAIRMAN said the proposal was to bring it before a general meeting, but not necessarily the annual meeting.

Mr. GILSON, though he represented a small minority, felt bound to express his dissent from the scheme as a whole.

Canon SWALLOW said that there was a divergence of opinion not only on the Executive Committee, but even among the officers of the Association.

Mr. MADELEY proposed, and Mr. REITH seconded: "that the proposals be laid before the next annual general meeting."

This was carried by 43 votes to 33.

Military Training in Schools.

In the absence of Dr. Gray, Canon SWALLOW read a letter from Dr. Warre, requesting the Association to furnish him with statistics of the number of schools belonging to the I.A.H.M., and the number of pupils in them. His object was to ascertain the annual output of youths who had passed through a secondary school, with a view to remedying the present deficiency of officers in the Army, which at present amounted to nearly four thousand.

It was agreed that the matter be referred to the Military Training Committee, with the request that they would procure for Dr. Warre the statistics.

Classical Education.

On the motion of Canon SWALLOW, seconded by Mr. C. B. GUTTERIDGE (Purley), the following resolution was agreed to:—

"That this Association welcomes the efforts of the Classical Association of England and Wales towards maintaining classical education in secondary schools and improving its methods."

Mathematical Teaching.

Mr. MACCARTHY held that any instruction in deductive reasoning must be preceded by a period of direct experiment with geometrical facts. Familiarity with these facts would be best given in connexion with drawing, but a practical difficulty that he had encountered was that art masters were ignorant of, or did not know how to apply, mathematics.

Mr. WOOD urged the desirability of formulating the recognized order of sequence, if Euclid was abandoned. As things stood it was impossible for an examiner to check the validity of the proof offered.

Canon SWALLOW moved:

"That this Association, desiring to unify the examinations for admission to the Universities of Oxford and Cambridge, approves the action of the Council in appointing a Special Committee, and instructs it to promote a conference between representatives of the Master of Selwyn's Committee and of the Oxford and Cambridge Schools Examination Board, the Delegacy and Syndicate for Local Examinations, the Head Masters' Conference, and the Incorporated Association of Head Masters to consider the matter."

He hoped that the Association would not follow the lead of the Head Masters' Conference and shelve the matter. The Assistant Masters, with the promptitude of youth and something of its rashness, had passed a resolution in favour of a unified matriculation examination, but he thought that a preliminary conference was needed. There were many vested interests involved which must be reconciled. The University Boards named in the resolution were great business concerns, and they would lose money. Then there were resident Fellows, part of whose salaries came from examination fees, and who would suffer principally from the change. Lastly the poll coaches would have to be reckoned with, for when the general standard of efficiency in schools was raised, as it would be by such a measure, their occupation would be gone. He thought he had made out a clear case for a conference.

Mr. RUTTY seconded.

Mr. REITH asked whether recent changes had been taken into account. Since December, 1904, the Oxford and Cambridge Senior Locals and the London Matriculation had been recognized as of equivalent value for all three Universities. It seemed to him that the only way to improve on this was by a reduction of standard.

The resolution was then put, and carried with two dissentients.

FRIDAY MORNING SESSION.

Before the meeting a short service was held in the Church of St. Lawrence Jewry, when a sermon, prepared by the Rev. the Hon. E. Lyttelton, was read by Canon BELL, who announced that Mr. Lyttelton was absent through indisposition. About thirty head masters attended.

The PRESIDENT, on taking the chair, desired to contradict an account of the first day's conference that had appeared in a morning paper. It was false to say that the action of the Board of Education had been "generally condemned."

The War Office and School Inspectors.

Dr. FLECKER (Cheltenham) moved the following resolutions:—

"(a) That this Association regrets the steps taken by the War Office to insist on the inspection of schools of which pupils intend to compete for entrance to Woolwich and Sandhurst; and particularly deprecates the publication of an official list of schools which submit to such inspection. (b) That this Association reaffirms its conviction that a system of school certificates should be established by University authorities acting under a board of control, and its regret that there is as yet no adequate decrease in the number of examinations for entrance into professions."

When the new system of examinations was set up by the Memorandum of the War Office, October, 1904, they had all thought that inspection meant merely that the status of the school would be certified by the Universities. The case of Bradfield had shown them how much they were mistaken. Some head masters would not have inspection at any price, but the majority desired an inspection devised and sanctioned by the State, and entailing no expense to the schools. Where did the War Office come in? The General Medical Council had just as good a claim. Under pressure from the Head Masters' Conference the War Office had allowed a quinquennial inspection. This lessened, but did not remove, his objection. The list of "approved" schools was an arbitrary and ill advised action. It would be used for advertisement purposes. Rugby would not be found on the list. The delay of the Board in the matter of school certificates was most regrettable.

Mr. R. C. GILSON seconded. He had no belief in inspection. Examination was an art that had been practised for generations. Inspection was a novelty, as shown by the crude way in which inspectors interpreted their duties.

The PRESIDENT explained that all the War Office had done was to approve certain inspecting bodies, viz., the Board of Education, the Oxford and Cambridge Joint Board, the Cambridge Syndicate, and the Oxford Delegacy.

Canon SWALLOW read a letter from Dr. Fry, who had been detained at Argentières. Dr. Fry, who represented the Association on the Army Advisory Education Committee, urged that a resolution should be passed welcoming the quinquennial examination and the right of inspected schools to be allowed the qualifying certificate at schools. The aim was to secure that intending officers should have received a liberal education in an efficient school, and in no other way could the object be attained. He approved also the authorized list of schools. To this part of the letter Canon Swallow took exception.

The Rev. R. S. DE C. LAFFAN hoped that the first resolution would not be passed. It would be tantamount to asking the War Office to make no difference between inspected and non-inspected schools. No competitive examination could ever be invented that would differentiate the crammed and the properly taught boy, but this could be done by inspection.

The Rev. D. EPPSTEIN (Reading) said that Dr. Flecker had not been left a leg to stand on. He himself had been inspected both by the Board of Education and by the Joint Board, and he had found both sets of Inspectors sympathetic, suggestive, and helpful.

Dr. FLECKER stated that the War Office would not accept the inspection of the Board of Education, and, when this was denied, gave his authority in confidence to the President.

The first resolution was then put and rejected; the second resolution was carried.

Mr. MACCARTHY then moved and carried a rider that the Secretary of State for War should be approached with a view of receiving a deputation to lay before him the views of the Association.

Education of Pupil-Teachers.

Mr. BOMPAS SMITH (Walsall) submitted the following motion:—

"That, to secure the continuity of the education of boys intended for pupil-teachers, it is the opinion of the Association that the existing half-time system should be modified so as to provide that every pupil-teacher attends, for at least two years, as a full-timer at the school to which he will subsequently be attached as a half-timer."

He laid down as axiomatic that pupil-teachers must submit to all school conditions and must not be taught in separate classes. The prevailing conditions under which pupil-teachers were required to divide their time and energy between learning and teaching were disastrous, and no full solution of the problem had yet been found. The Director of Educa-

tion at Walsall had kindly furnished him with statistics of the practice in 42 counties and 26 county boroughs :

Attend P.-T. centre in morning and school in afternoon	2 counties, 4 county boroughs,
Alternate days	13 " 6 " "
Alternate half-weeks	4 " — " "
Alternate terms	11 " 7 " "

A much superior plan was to teach in elementary schools from August to December in the first year, then two terms in a secondary school, and in the second year two terms in the secondary school, followed by teaching. Thus the pupil-teachers got four consecutive terms of secondary education. Another plan adopted in three centres was for pupil-teachers to attend the elementary school in the holidays and to drop the beginning or end of the term. They were thus enabled to put in the statutory number of attendances and to have two consecutive years in a secondary school with slight breaks. Only 14 counties and 10 county boroughs imposed two years of a secondary school before entering on pupil-teachery; but, if pupil-teachers began as half-timers at sixteen, the system must prove a failure.

Mr. A. W. REITH (Halifax) seconded, and proposed that the following addition should be made to the resolution:—"And that in the employment of the secondary school time of actual pupil-teachers considerable latitude should be allowed." This was agreed to.

The Rev. C. BIRD (Rochester) explained the system of the Kent County Council. 170 junior scholarships were awarded annually, tenable at secondary schools, for boys between eleven and twelve. They were renewable, on the report of the head master, for four or five years. At the end of the second year scholars were asked whether they intended to run for pupil-teachers. Scholars who did received an extra grant of £4 for the first, and £6. 10s. for the second, year. At the age of sixteen the scholar would be attached to an elementary school near to his secondary school, and attend it for a term; but on Saturday mornings he would continue to receive instruction in the secondary school. Then he would return to the secondary school for four terms; but, to make up the statutory hundred half-days, he would be absent for a half-day each week. His last term would be on the same lines as the first of his apprenticeship. The scheme absorbed £15,000 of the £20,000 received as whisky money.

Mr. H. HOBHOUSE thought that they all recognized that the whole of the question was in a very inchoate condition, and that those who administered education ought to attempt any reasonable experiment. Those who had to do with secondary and elementary education recognized the difficulties of the half-time system.

Mr. R. E. STEEL (Northampton) moved the following amendment:—"That intending pupil-teachers should, as far as possible, enter secondary schools not later than the age of twelve years, if not already attending such schools, and should remain there until the age of sixteen years, and then attend at a secondary school as half-timers."

The Rev. E. F. M. MACCARTHY seconded the amendment, which was adopted.

On the motion of the Rev. W. H. HOWLETT (Bury), seconded by Mr. R. C. GILSON, it was agreed :

"That the inspection of pupil-teachers in secondary schools be restricted to His Majesty's Inspectors for Secondary Schools."

Higher Elementary Schools.

Mr. S. H. WELLS (Battersea Polytechnic) next moved :

"(1) That this Association generally approves of the new higher elementary school minute, believing that a properly organized system of education should provide for schools having aims and specialized curricula according to the minute, and intended for pupils who enter the lower ranks of industry and commerce at the age of about fifteen, and for whom a secondary school course, with its different aim and later leaving age, is consequently unsuitable; (2) that, in approving the curriculum of a higher elementary school, the Board of Education be asked to adhere to the requirement of a specialized course of one or two years having a definite relation to the chief occupations of the district in which the school is placed, and not to sanction such a curriculum as is general or secondary in aim and character; (3) that, in view of the comparatively recent definition and organization of secondary schools, and of the fact that many existing secondary schools doing good work are unable to at once meet the requirements of the Board with regard to the "leaving age," this Association urges the Board, before sanctioning the opening of higher elementary schools in the same district, to consider fully how far such secondary schools may at least temporarily supply the specialized curriculum of a higher elementary school."

The new higher elementary schools would occupy a place between the elementary and the secondary school. The demand for the specialized education which would be given in the higher elementary school could not be met by making the elementary school and the secondary school more elastic, so as to fill the gap which it was proposed that the higher elementary school should occupy. The main point about the higher elementary school was that in the last year or two of school life the curriculum should have a definite relation to the immediate

future work of the scholar. The higher elementary school was intended for boys who really did not want to enter the secondary school; and the Board of Education should take care that the former should be of a special technical character, and not general secondary schools.

The Rev. J. WENT (Leicester) seconded the resolution. He said that higher elementary schools had to come: but care should be taken that they were not made sham secondary schools; they should be manual schools in character, and should be called manual or trade schools.

Mr. W. A. KNIGHT (Bruton) feared that the establishment of the higher elementary school would lead to overlapping with secondary schools, especially in rural districts, and in many cases would extinguish those schools. He doubted the advantages of early specialization, especially in rural districts. The managing classes in great industries required specialization, but they would get it at the technical colleges, and not at the higher technical schools. He moved as an amendment:—"That this Association regards with apprehension the new higher elementary school minute, believing that the promoters of the Act of 1902 intended to assist existing secondary schools, and particularly urges the Board of Education not to sanction higher elementary schools in areas which are already supplied with secondary schools."

The Rev. W. MADELEY seconded.

Mr. R. C. GILSON, in supporting the amendment, said that he did not believe in the higher elementary school, and in Birmingham they refused to have anything to do with it. It was only a secondary school in another form, and would cause overlapping of a serious kind. Scholars ought to acquire the manual dexterity they required in the last two years of their elementary school life. It was not true that we suffered in this country from the want of manual skill on the part of our workmen; but what ought to be done was to make the workmen a little more intelligent. No higher elementary school could give manual training in all trades; the real manual training was given in the workshops and not at the school. There was a gap to be filled in the ordinary elementary schools where the able boys now wasted a good deal of time in the last year or two. They did not want the new schools, but they did want the tops of the ordinary elementary schools improved.

Mr. HOBHOUSE said that the Consultative Committee, of which he was a member, had taken a great deal of evidence on this subject, but had not yet arrived at any decision. He might say, however, that some of the Committee had been satisfied that in most of the large towns there was a genuine desire to have some type of school of a higher elementary character, which should be a continuation of the ordinary elementary schools for a limited number of years. He could not doubt that there was a demand for a specialized school in many towns, and it should not be of an expensive character. There was room for some such type of school as was shadowed forth in the minute of the Board of Education. He hoped that those schools would be very carefully defined in any future Code, and that the Central Authority would keep a very tight grasp upon them. The Board must determine whether such schools were wanted and where they could be erected without doing substantial injury to existing schools.

Canon SWALLOW opposed the amendment and hoped that the Association would not pass it.

After further discussion, the previous question was moved, but it was rejected by 32 votes to 31. The first section of the resolution was amended by the insertion of the words "in large centres of population" after the word "schools." Mr. Knight's amendment was then put, and was adopted by 47 votes to 19, and it was afterwards carried as the substantive resolution.

The following resolutions were also agreed to:—

Moved by Mr. F. L. JONES:

"That it is advisable that steps be taken for collecting data of the physical condition and growth of pupils in secondary schools."

Moved by Canon SWALLOW:

"That the Association recognizes the importance of the recent medical pronouncement on hours of sleep in schools, and requests the Council to give the matter careful consideration."

Moved by Mr. F. H. CHAMBERS:

"That, in the interests of national welfare, the influx of pupils from public elementary to secondary schools should be encouraged."

The conference then closed.

THE CLASSICAL ASSOCIATION.

THE second General Meeting was held on January 5 and 6 at King's College. In the absence of the President (Lord Halsbury) the chair was taken by Dr. S. H. BUTCHER.

The Chairman paid an eloquent tribute to Sir Richard Jebb, who only a few weeks before his death had consented to be nominated as President for the ensuing year. No critic had ever combined in equal measure such brilliancy and divining skill with so large and sane and sympathetic a judgment. As a composer in Latin and Greek he

was without a rival. He was in the best sense an "anima naturaliter Græca."

The Report of the Council.

The report of the Council, which was then read, drew attention to the progress of the Association's work. The membership showed a steady increase, standing now at 1,053, of whom 153 had joined during the past year. The Committee appointed to report on the best method of introducing a uniform pronunciation of Latin, and, if they deemed advisable, to consider also the recommendation of changes in the pronunciation of Greek, was not yet in a position to present a report. Local correspondents had been appointed to represent the Association and make known its aims in various parts of the United Kingdom and the colonies. The immediate urgency of a number of problems connected with the teaching of the classics had given a predominantly educational character to the active work of the Association during the past year; but the Council had not lost sight of the fact that the aims of the Association covered a much wider field than the methods of school and University teaching. The range of the Association's activities was, however, conditioned by the funds at its disposal. Only by a large increase in its numbers could it be enabled to perform efficiently the functions which it was founded to discharge.

The report was agreed to, as was also the report of the Finance Committee.

The New President.

The CHAIRMAN proposed the election of Lord Curzon as President for the ensuing year. He said that Lord Curzon's presidency would bring them into touch with the outer world in a way most advantageous for the classics.

The motion was agreed to, and the Vice-Presidents, other officers, and six members of the Council were also elected.

The Name of the Association.

Dr. POSTGATE proposed that the name of the Association should be altered to "The Classical Association" by the omission of the words "of England and Wales." He observed that the original title was adopted out of delicacy towards the Classical Association of Scotland, which was founded slightly earlier; but it was misleading and inconvenient. The Association had members in the colonies and foreign countries.

Prof. BROWNE, in seconding the motion, emphasized the importance of the Association's work in relation to Ireland. Celtic studies were being so zealously advocated that the classics were in some danger of being thrust out.

The motion was agreed to.

The Education of Army Officers.

Prof. CONWAY moved a resolution, which stood in the name of Dr. Rice Holmes, urging the retention of Latin as one of the subjects in entrance examinations for the Army. He also protested against the omission of Latin from the subjects that would be taken by cadets passing out of the Royal Military and Naval Colleges. The effect of the existing regulations was practically to exclude all public-school boys who belonged to the classical side from a military career.

Dr. GREGORY SMITH seconded the resolution.

Dr. RICE HOLMES considered that, unless Latin were made obligatory, its position would not be improved. He was accordingly in favour of a motion in more precise terms, and proposed as an amendment that the Council should be instructed to present a memorial praying for the restoration of Latin to its place as an obligatory subject in the examinations for admission to the Royal Military Academy and the Royal Military College.

Mr. BECKWITH seconded the amendment. He ridiculed the idea that an enforcement of Latin would keep candidates from entering the Army. The dearth of officers was due to the wretched pay of subalterns—less than the wages of an omnibus-driver.

Prof. BURROWS thought it undesirable that the whole Association should commit itself to a particular solution of this difficult subject.

Mr. PAGE was not in favour of speaking with ambiguity to the War Office. Having failed to reform itself, it had now turned its hand to reforming others. Let it be warned that it would not be permitted to destroy classical studies. It had driven out Greek, and now it was endeavouring to destroy Latin.

Prof. CONWAY said the question was whether the meeting was prepared to say that a boy who had a thorough training in German as well as French had not an adequate linguistic equipment for some kind of Army work. Dr. Rice Holmes pledged the Association to an extreme position in the matter.

The amendment was rejected by a clear majority, and the original motion was then adopted.

Mr. D. G. HOGARTH read a paper on "The Religion of Prehistoric Greece," in which he dwelt on the early existence of a Nature goddess worshipped in the Ægean area, from whom later divinities, such as Artemis and Aphrodite, were derived. He thought that, in view of the

results of recent research, writers would be more chary in future of talking about Oriental and Asiatic influences. At Knossos evidence had been brought to light by the side of which anything Phœnician yet discovered was modern.

In the evening the programme included a *conversazione* and short papers by Prof. CLIFFORD ALLBUTT on "The Speaking of Latin," and by Dr. A. W. VERRALL on "The Conversion of the Furies in Æschylus's 'Eumenides.'"

SECOND DAY.

Mr. BUTCHER, who again occupied the chair, announced that to their great regret Mr. Austen, in consequence of a family bereavement, was not able to read to them his promised paper on "The Practical Utility of a Classical Education." The Association hoped to hold a half-yearly meeting, and a warm invitation had been received from Manchester; but as the convenience of their new President, Lord Curzon, must be consulted, he proposed that the settlement of time and place should be left to the Council. This was agreed to.

It was then proposed by Dr. POSTGATE, and seconded by Prof. CONWAY, that the report of the Committee on Latin spelling be received and adopted.

Interim Report of the Curricula Committee.

This Committee, which was appointed last spring, with Prof. Sonnenschein as Chairman and Mr. Christopher Cookson as Secretary, began its work by ascertaining the amount of time at present devoted to classical subjects in boys' and girls' schools, and the distribution of that time among the various branches of classical study. Replies to a letter of inquiry were received from 37 boys' schools and 19 girls' schools. From the returns it appears that in the larger boys' public schools one-half of the total number of school hours is devoted to Latin or Greek. In this calculation the highest forms, where there is much specialization, are not included. In the smaller boys' schools the time is somewhat less, varying from a third in the lowest form to two-thirds in the highest form. In first-grade girls' schools Latin has not more than one-sixth of the total time allotted to it—i.e., from two and a half to three and a half hours per week—till the highest form is reached. Girls' boarding schools have about twice the time. The Committee do not propose any increase in the amount of time now given to classics, but hold that time might be saved by an improved method of teaching Greek. The present system is directed towards the ultimate production of a few finished scholars both in Latin and Greek trained on linguistic lines—i.e., with special attention to grammar and composition—but for the average boy this double training is not profitable. For such there should be the minimum of grammar and composition only in the simplest form.

On this basis the Committee submitted two resolutions, the first of which was moved by Prof. SONNENSCHN:—

"That, in the lower and middle forms of boys' public schools, whereas Latin should be taught with a view to the correct writing of the language, as well as to the intelligent reading of Latin authors, Greek should be taught only with a view to the intelligent reading of Greek authors."

It was generally supposed that the Association existed solely for the maintenance of classics, but it had a second object, the improvement of methods of teaching. In furtherance of that second object, the Committee had been appointed, and the guiding principle it had adopted was to lighten the curriculum. The Committee held that in lower and middle forms (he said nothing of the higher) Greek composition was not a profitable subject for the average boy. He did not intend thereby to exclude simple exercises, which many held to be an indispensable aid to learning the language. By "intelligent reading" he meant such reading as would make the pupil appreciate the mechanism and beauty of the style, not reading in a fog, a divining of the general sense, such reading as was open to the retort: "You might as well read it in a translation." For the average boy Greek composition must be not a τέλος, but a means. The distinctions between this and the old method were obvious. A boy would have no difficulty in recognizing the form of a Greek verb or noun when he saw it, though he could not give you the form himself. So with words. He would know that *φιλανθρωπία* meant "humanity" when he met with it in Demosthenes, though the same boy would be floored if asked to give the Greek for "humanity." Genders, again, would go by the board, and all the Greek syntax he required might be put on two sheets of foolscap. The experiment had already been carried out at Winchester with every prospect of success. It was a reaction against the old verbal scholarship, whereby Greek literature became for the mass a book with seven seals; three of the seven were accident, syntax, and prosody, and two others were comparative philology and textual criticism. Latin stood on a different basis from Greek. Latin had been for centuries the second *sermo patrius* of the civilized world, and Latin composition was a τέλος in itself.

Mr. LYTTELTON, in seconding, said he would confine himself to the practical difficulties that a head master foresaw in carrying out the programme, and the means of overcoming them. First came the objections that were sure to be raised by Atticist colleagues—men brought up on the old lines, who rely on the fact that the orthodox study of the classics has been to them an incalculable gain. "If we teach Greek in this fashion," they will urge, "no sound foundation can be laid for the knowledge of the language." Now, head masters whose teaching is confined to the Sixth might with some justice plead that, as judged by results, the old system was not so bad. But what of the weltering masses below? It was to him astonishing, and almost incredible, that for twenty years and more assistant masters should have been content to carry on a system so barren of results. The teaching of Latin and Greek together, as it was now practised, was a dead failure. In spite of this, any change was resisted. The second difficulty was how, in the future, were they going to distinguish the scholars from the non-scholars. The Committee did not propose to interfere with the satisfactory results now attained by the cleverer boys. These would go on as now, except that one book should be read rapidly for the sake of grasping its literary value. But he did not feel easy about the proposal that all should start together on the new system and then be differentiated. Good boys must have training in accident and syntax, as now, and it would not do to leave them for two or three years without training in composition. But this difficulty need not arise in large schools like Eton. If the school is divided by blocks, the top division in each block could be treated differently from the rest, and the top boys could pass from one top set to another. That was obviously the best way. In smaller schools the proposals of the Committee would have to be adopted, but arrangements must be made for teaching composition either out of school or in small sets. As to the books to be read, they must choose those that would give boys a feeling for Greek literature—Homer, and, for choice, the "Odyssey." The preliminary grammar requisite might be acquired at the preparatory school, which should have brought boys in grammar up to the end of *λύω*. The teacher must not hope or endeavour to make the ruck of boys real scholars—he ought to have abandoned the attempt twenty years ago. There was no fear that lessons under the new method would be too easy. To borrow Sydney Smith's illustration, it was like the fear expressed at the time that Macadamized roads would make horses too fat. Vocabularies of common words should be compiled and learnt by heart. The non-scholars need not be kept wholly distinct from the scholars. Casual vacancies occurring among the latter might be filled by the best of the mediocrities. The time gained under the new method—not more than four hours a week—might well be devoted to Greek history and archaeology, and a portion of it might be abstracted for elementary science teaching. There was far too little of a conciliatory attitude between teachers of different branches, and too much of sectional bickering and sparring.

The WARDEN OF WADHAM could only bring to the discussion his experience as a classical examiner. Of the two thousand undergraduates whom he had examined for Responsions or Moderations one third had passed with more or less credit, a third had escaped disaster, and the remaining third had been hopelessly ploughed. This was a disappointing result of eight years devoted mainly to Latin and Greek. And worse than the failure was the rooted dislike of the classical languages that this education had left on many of the best pupils. The fault lay not with the masters—all honourable men; nor with the boys—they were not stupider than French or German boys; nor with the subject—as to that all there were agreed. It followed that it must be the fault of the system. Against this system the authority of Sydney Smith had already been quoted, and Locke and Milton were even stronger witnesses. The Universities in this matter were much to blame; for it was they who called the tune to which the schools must dance. And they were sinning against knowledge. In exacting compulsory Greek they undoubtedly prevented or retarded the entrance of many candidates who, by any test that might be selected, were well qualified to benefit by a University career. Let them throw compulsory Greek—Greek as it had been taught—to the wolves. By the wolves he meant Prof. Ray Lankester and their scientific friends.

Mr. WATSON, as representing smaller schools, urged that the proposed reforms must not be limited to the Universities, but must include the Joint Board, whose certificates were taken in lieu of Responsions.

Prof. CONWAY moved as an amendment to substitute: "Latin should be taught with a view to a mastery of the language for its own sake by practice in writing and by other means." He objected to putting on the same level skill in composition and appreciation of the literature. The question was important, as in the provincial Universities it was round Latin, not Greek, that the battle was being fought. Composition, after all, was an artistic pursuit, and to boys who had not the artist in them it was a dreary grind.

Mr. T. E. PAGE said that a reforming head master let and hindered by the dead weight of his reactionary assistant was to him a rare and

strange phenomenon. The staff of the public schools with which he was acquainted did not consist of a body of Atticists. He thought they need have no fear for the clever and scholarly boys, who could be trusted to take care of themselves. At Charterhouse the scholars soon passed into divisions to which the resolutions of the Committee did not apply. At Shrewsbury, a school which turned out its full share of Greek scholars, he had never written a line of Greek prose composition. He complimented the Chairman of the Committee on the report. Like a patriarch, he had sacrificed his own offspring on the altar.

The PRESIDENT OF MAGDALEN COLLEGE welcomed the report as meeting the case of the vast majority of public-school boys, who would never be made scholars, however the term might be defined.

Dr. ROUSE had not himself encountered any of Mr. Lyttelton's difficulties. He had found assistant masters open-minded and ready not only to carry out, but to suggest, reforms. The new method must be begun from the bottom of the school; if tried with those who had already been taught on the old method, it would be a failure. This was his experience, not only with Greek, but with modern languages. There must be a complete alteration of time-tables. Hitherto they had only tinkered with them. It was a radical mistake to begin learning two or three languages simultaneously. If they started with French and then tackled Latin, Greek could not well be commenced before fifteen. On this plan some of Mr. Lyttelton's difficulties would arise. After two terms of learning Greek by the reformed method, which should be mainly oral, boys should be able to tackle Homer, Herodotus (Atticized), comic fragments and stories from *Ælian*. With the oral method there would be no need for the dreary grind of learning vocabularies by heart.

Miss JANE HARRISON ventured a plea for retaining one of Prof. Sonnenschein's seven seals—prosody. The first lesson that she gave her class of beginners at Newnham after the alphabet was a poem of the pseudo-Anacreon to learn by heart; then they took the simpler Epigrams, having gained the meaning through Mr. Mackail's perfect translations; next, the choruses of Greek plays. With those who had an ear for rhythm the process was most effective.

Dr. BUTCHER said that the movement had his full sympathy as providing for the average boy, to whose interests the public schools had been hitherto indifferent. The experiment had already been tried in Germany, with apparent success, though it was too soon to judge definitely of results. It was approved by scholars like Wilamowitz. The preamble to the revised programme for *Gymnasien* of 1901 set forth almost identical aims to those stated in the resolution. He thought it would be disastrous if there was a total divorce between the education of the expert and what he might call the ordinary educated man, between those who knew Greek fully and those who knew none at all. Greek literature was permeated by the breath of civic life, and all the greatest living forces in European civilization of to-day were of Hellenic origin. But, if the principle of the resolution was accepted, one corollary seemed to him to follow. We must postpone the study of Greek to a later age, if only for the reason that immature minds could not appreciate its artistic qualities.

Mr. MACKAIL moved, and Dr. POSTGATE seconded, that the clause referring to Latin be omitted; and the resolution, thus amended, was passed.

The second resolution—to petition the Universities of Oxford and Cambridge to abolish the separate Greek Grammar paper at Responsions and the Previous Examination, and substitute an easy paper in sight translation—was then moved by Mr. COOKSON. The first half of the resolution was a battering of open doors. At Oxford the Greek Grammar paper had been tottering to its fall. It was a weight on the intelligence—he had almost said on the morality—of undergraduates. The second and constructive part was not so clear a question. There was force in the objection raised by Oxford dons. "Anything you can get out of ordinary passmen in the way of unseen translation will be worthless." That, he believed, was true at present, and for the next two or three years it would mean a lowering of the standard. By then a generation would have grown up that had been taught Greek rationally and effectively.

Mr. WHIBLEY seconded. As far as Cambridge was concerned, that University would need no conversion. He should like to see a similar proposal as regards Latin.

Dr. GOW supported. He himself held to the teaching of Greek grammar on the old lines, but he was quite willing that his pupils should be tested on the results of their grammar training, their ability to translate.

The resolution was carried, and a vote of thanks to the Chairman concluded the proceedings.

A WARNING.—We are asked to warn our readers, especially principals of high-class schools, against a woman who is obtaining loans of money on the pretence that she has taken a house in the district and desires to place her nephew or niece, or both, in the school. She is about thirty-seven years of age, height 5 feet, has three moles right of neck, goes by various aliases. Any one having information of her is requested to communicate at once with the Superintendent of Police, Guisborough.

INCORPORATED ASSOCIATION OF ASSISTANT MASTERS IN SECONDARY SCHOOLS.

THE Annual General Meeting was held on Friday, January 5, at St. Paul's School, Hammersmith. The chair was taken at 10.30 a.m. by the incoming President, Mr. C. H. GREEN, second master of Berkhamsted School.

The report for 1905 stated that the number of members was 1,737, a rise of about 80 on the previous year. The Association had during 1905 been mainly engaged in urging the claims of assistant masters upon the Local Authorities, to whom pamphlets on tenure and salaries had been sent. The question of pensions had not been overlooked. The proposal for a Federal College having fallen through, negotiations are now proceeding for forming a Federal Committee. At the beginning of the year a *plébiscite* of assistant masters in public secondary schools was taken on the question of compulsory Greek. There were 542 votes against 243 in favour of allowing a modern language as a substitute for Greek in the Little-Go.

Mr. G. E. S. COXHEAD, the outgoing President, moved the adoption of the report. The main object of the Association was to correct the lack of the professional spirit among teachers as compared with what obtained in other professions—a defect most apparent among secondary teachers. The absence of control from without had produced those elements of strength which accompany individualist efforts—variety, vigour, and a willingness to experiment; but against these qualities must be set defective independence of aim, overlapping, and, worst of all, the accent of isolation and prejudice. The intervention of the State in secondary education had brought about new conditions—the sense of communion of service and attention to the pupil as a citizen. He would range the activities of the Association for the future under three heads—(1) the sinking of prejudices; (2) the spreading of educational ideas and methods; (3) the raising of the general standard of attainment. (1) The difficulty of bringing about concerted action between secondary associations he ascribed mainly to political prejudices. He hoped that these would be overcome by the Federal Council Committee, of which one of their body, Mr. R. F. Cholmeley, was the energetic Secretary. It was prejudice that still kept the bulk of the staffs of the great public schools from joining the Association. He hoped these would no longer stand aloof, but join the common cause and help to correct the injustices under which the profession now laboured. (2) By arranging discussions, debates, and social gatherings in the Branches the Council had done much to promote intercourse and interchange of ideas among teachers, and in particular to bring men and women together. (3) The failure of the Register was entirely due to the Board of Education and the Treasury. The *raison d'être* of a Register was not for studying the interests of sections of teachers, but to fashion a means for meeting more quickly and more adequately the educational needs of the country. Informal discussions on registration had been held with the N.U.T. and the Association of Assistant Mistresses. The refusal of the Board of Education to act as a court of appeal in cases of dismissal was a serious check, and at the time the Head Masters regarded it as fatal; but the change of *personnel* at the Board brought about by a change of Government had induced the Head Masters to consent again to co-operate with them in their attempt to give effect to the *concordat*. With the increase in number of municipal secondary schools whose staffs are employed on terms similar to those of the pre-*concordat* clauses the question of tenure had entered on a new stage.

Warwick School Dismissal Case.

On the motion of the CHAIRMAN, it was agreed that Resolution 6 should be taken next:

"That this meeting strongly protests against the unprofessional conduct of the Head Master of Warwick School in dismissing a house master on the ground that he did not introduce a sufficient number of pupils to the school."

The resolution was moved by Mr. T. E. PAGE. A long and somewhat desultory discussion followed.

Mr. A. RICHES, the Bursar of Warwick, was allowed a hearing on behalf of the Head Master. He pleaded that the alternative lay between increasing the numbers and closing the school, and hinted that there were other reasons for dismissal in the background which had not been revealed; but he did not attempt to traverse the main facts of the case, with which our readers are already acquainted. In the end resolutions were passed condemning both the Head Master and the governing body for refusing Mr. Richardson a hearing.

Register of Teachers.

"That this meeting recommends the serious condition of the Register of Teachers to the attention of the incoming Government."

Mr. G. G. PRUEN (Cheltenham) moved the resolution in the absence of the Rev. J. F. Tristram. The Register had been hailed with admiration at its inception as an authoritative test of com-

petency; but it had proved a dead letter. It had been hoped that the Board of Education would recognize the schools that did not include on their staffs a certain percentage of registered teachers, and would require all head masters to be registered. Neither of these things had they done. He held that registration should be made compulsory.

Mr. C. H. HEATH (Birmingham) seconded. He held that the Board of Education were guilty of a breach of faith, and should return their fees to those who had registered under false promises. The Board had swept in their guineas by the idle threat that there was no chance of promotion or becoming a head master for the unregistered.

Mr. COXHEAD held that the parsimony of the Treasury was no less to blame than the laxity of the Board.

Mr. J. SCOTT pointed out as another cause of failure the opposition of the N.U.T.

The motion was unanimously carried.

Federal Council of Secondary Teachers.

"That this meeting welcomes the proposal for a Federal Council as likely to promote the co-operation of all associations of secondary teachers in advancing the general interests of education."

Mr. T. E. PAGE said that they might regard his motion as an *obiter dictum*. He only wished he could induce Mr. Birrell to add it to his *Obiter Dicta*. Of the condition of schools for which a remedy was sought there could be no dispute. Where there was no purpose, no agreement of method, nothing could result but slatternly disorder and failure. Among the various obstacles which those encountered who would produce cosmos out of chaos he noted (1) the wishes of parents. "Quot homines tot sententiae," and in this case *homines* included mothers. (2) The fads of doctors, benighted medical gentlemen who pretended to instruct in their duties house masters who had grown grey in the profession. (3) A vast array of psychologists, who dissected for them in the laboratory that great mystery of Nature, a boy's mind. (4) Theorists and writers on education, each with his own nostrum—some, like "Kappa," not without glimmerings of sense; some, like Sir Oliver Lodge, who made alternate excursions into the spiritualist and scholastic world and discovered in each sphere extraordinary phenomena which escaped the observation of the ordinary observer. (5) Examiners. He would leave to his mathematical colleagues the permutations and combinations of 15 things taken 6 together. In this hotch-potch of aims and *farrago* of opinions what hope was there of progress unless one body could be found which would exercise a controlling influence? He passed on to consider the constituent bodies of the proposed Council. First came the Head Masters' Conference. The peculiarity of that body was that its members were men of unlimited authority, and had in the thirty years of its existence done nothing. Like heavenly bodies of the first magnitude, they preferred to move in a celestial order each by himself. Next came the Head Masters' Association. They were, most of them, not too highly placed to remember that they were mortal and had once been assistants, and their co-operation carried with it great promise for the future. Their own Association was composed of men who did nine-tenths of the work, and yet had hitherto had no voice in the conduct of their own affairs. In order to influence the executive in legislation, the profession must combine. The Board of Education would not attend to them unless under compulsion. Their treatment by the Board when he went on a deputation to plead for fixity of tenure combined the extreme of personal courtesy with the maximum of official insolence. It was premature at this stage to discuss the details, but he urged that such a Council afforded the only solid basis on which secondary education in this country could be built firmly, surely, and prosperously.

Mr. C. J. MONTGOMERY (Llandudno) seconded, and the motion was carried unanimously.

Hackney Downs Grammar School Scheme.

Mr. C. W. HALE (Chelsea Polytechnic) moved:

"That the meeting warmly welcomes the provisions for tenure in the revised scheme for the Hackney Downs Grammar School." The clause runs as follows:—"The Council, on the recommendation of the Governors, shall have the sole power of appointing, and may at pleasure dismiss, all assistant masters in the school, but, before making such recommendation, the Governors shall consult the Head Master in such a manner as to give him a full opportunity for the expression of his views."

Mr. COXHEAD urged that the motion should not be pressed. The clause was a step in the right direction, but it did not express the policy of the Association. The Association did not desire that governing bodies should have the power of appointment.

Mr. BRIDGE supported the motion on the principle of the half loaf. They had passed in Council yesterday that, failing an appeal to the Board of Education, an appeal to the Local Authority was desirable. Northamptonshire and Herts in their school schemes had gone far towards embodying the *concordat* on tenure without accepting it in its entirety.

A motion not on the agenda was proposed by the Council and carried, welcoming the proposal to establish a joint examination, whose standard should be higher than that of Responsions and Little-Go, to qualify for matriculation at Oxford and Cambridge.

Lord Roberts on Military Training in Schools.

At the afternoon session Lord ROBERTS delivered an address on military drill and rifle shooting in schools. In order to put into the field five hundred thousand men—the minimum required for national defence—there must be some system of national training for the youth of the nation. A preliminary training given *in statu pupillari* would be not only valuable in itself, but a great economy of time. Instead of being regarded as a burden or an imposition, it should be made so attractive as to be regarded as one of the school pastimes. Lord Roberts then gave statistics as to cadet corps in public and elementary schools which had been furnished him by the editor of the "Schoolmasters Yearbook" for 1906. (There is no need to report them, as the volume is now published.) The time had now come when the Government ought to recognize the value of military training in schools, and it should give liberally towards the cost. The main objection of schoolmasters to the movement was the time that it took up. He hoped he should be excused for travelling outside his brief and suggesting to experts that part of the time now absorbed by classics might be better devoted to the training he had advocated. He expressed his entire agreement with the views on public-school education put forward by Mr. A. C. Benson in a recent number of the *Monthly Review*. Classical knowledge, as now acquired, was a doubtful gain in after life to the individual, and none whatever to the State. His ideal was to develop the schoolboy's body and intelligence by military training, and by the study of modern history, geography, and science; to strengthen his moral character by habits of discipline and obedience, thus fitting him to be a useful member of society in after life and enabling him to be of practical service if called upon to defend his country.

Mr. LYTTELTON said he conceived that the task set him that afternoon was not to criticize or even to traverse any of the highly argumentative topics that Lord Roberts had introduced, but to consider the practical policy by which effect could be given to Lord Roberts's recommendations, that they all approved. These were not, as he interpreted them, to give rifle-shooting to all boys at the same time. That in big schools would be an impossible problem. The desired end would be attained if shooting was made compulsory for a certain block in the middle of the school through which all boys would pass. This should be supplemented by further practice in the higher classes, to ensure that boys should not leave school having forgotten their early drill. Such a scheme would be started at Eton in the course of the next four or five months, but he would not divulge the details, as he had not yet had an opportunity of laying it before his own staff. A preliminary question for schoolmasters to solve was whether this rifle-practice was to be taken out of school-hours or play-time. He suggested a compromise—that the first stage should come out of school-time and the supplementary practice out of play. It might be an alternative to those extras of which we had heard so much. It was a lamentable fact at present that most public-school boys, if, on leaving school, a rifle were put into their hands, would be more dangerous to their friends than their foes. He was reminded of what happened in the days of Irish disaffection, when a nervous Minister refused to attend a meeting of the Cabinet unless a colleague threw out of the window the revolver that he carried. The Volunteer movement was regarded in a very different light now from what it was when he was a boy. Then it was a mere playing at soldiers; now there was beginning to be felt even by boys a serious sense of duty. Rifle-shooting would be useful not only as a part of discipline, but as a training for brain and thought. He looked on this movement as the beginning of an efficient national militia. He should be able to report to Eton boys what Lord Roberts intended to make of them in the future.

Mr. HOARE (Haileybury), Senior Officer of Public School Cadet Corps, reported a vast improvement in musketry during the last five years. Before the shooting used to be limited to Bisley candidates; now at least one-half of the seven thousand who constituted the force received training at the butts. It was impossible to make shooting as attractive as cricket or football. It must always be regarded as a duty, but by disappearing targets and in other ways the element of sport might be introduced. The purpose of drill at school must be rather discipline than the learning of actual movements. In some elementary schools the drill he had seen was so slack and slovenly that it could serve no other object except keeping children in the open air.

Mr. SOMERVILLE (Eton) said the object of the movement was defensive, not offensive; there was nothing of militarism about it. They need not share the alarm of a certain military drill instructor in Tipperary, who, when taken to task for not teaching his men to shoot, replied: "Teach them to shoot! Why, there wouldn't be a landlord left in the country." A more serious objection raised was that the movement might tend to kill existing school corps. He thought this might be met by making the rifle corps a *corps d'élite*, with certain privileges attached which patriotic head masters would not be slow to grant. He hoped that the War Office would meet them half way by giving instruction free of cost and making grants to corps which attained a certain standard of efficiency, whether in uniform or without.

A vote of thanks to Lord Roberts concluded the proceedings.

INCORPORATED ASSOCIATION OF ASSISTANT MISTRESSES IN PUBLIC SECONDARY SCHOOLS.

THE Association held its Annual General Meeting at the College of Preceptors on Saturday, January 13. The number of members is now 890, and there was a full attendance. The chair was taken by the President, Miss I. M. LEWIS. During the routine business it was announced that Miss E. G. Skeat had been elected President for the coming year.

Miss LEWIS, in her address, said she feared her year of office would be remembered by the rise in subscriptions, but the work of the Association could not be carried on without such a rise. Their resolutions on the School-leaving Certificates had been forwarded to the Board of Education, and, though nothing as yet had come of them, she was assured on the highest authority that the matter had not been shelved. At the invitation of the Assistant Masters' Association they had attended a Conference on the appointment and dismissal of the staff. She regretted the tendency of the new governing bodies to take on themselves the power of appointment. This was contrary to the principle on which they had agreed—that assistants should be appointed by the head, but should be the servants of the governing body and not dismissible without an appeal. A leaflet on Salaries of Assistants in Secondary Schools had been drawn up in concert with the I.A.A.M., and had been sent to Local Education Authorities. An Information Committee had been formed to collect news and watch all movements bearing on the work of the Association. In conclusion, she expressed her anxiety as to the influence of the new Authorities on girls' education. Parents were increasingly demanding that their girls should be taught subjects that would pay, and there was a danger that in municipal schools domestic and technical subjects would interfere with a wide intellectual outfit.

Registration of Teachers.

The following resolutions, which had been drafted by the Committee, were introduced by the SECRETARY:—

"(a) That no hindrance should be placed by the registration system or in any other manner to the free movement of duly qualified teachers from one class of school to another.

"(b) That no distinction should be made in the Register between teachers qualified for Column B (permanent regulations) and certificated graduate teachers in elementary schools.

"(c) That the registration system should be such as will foster a high standard of qualification.

"(d) That, in consideration of the fact that a large number of teachers engaged in kindergarten and other forms of preparatory teaching would find no place on the Register under the permanent conditions for registration, as at present laid down, a (second) division of the Register should be established for which the academic requirements should be less stringent.

"(e) That for all grades of the Register a year's "recognized" training should be required, as well as a year's recognized satisfactory teaching experience, *i.e.*, experience in a school or other institution recognized by the Board as efficient of its type.

"(f) That no secondary school that has not a due proportion of registered teachers should be recognized as eligible for Government grants.

"(g) That it is desirable that the revision of the present conditions of registration should provide for the establishment of Supplemental Registers, and that the requirements for such Registers should be in keeping with those of the main Register.

"(h) That the Teachers' Registration Council should be fully representative of the various branches of the profession."

Miss MACKLIN said that the resolutions represented a connected policy, and should be considered as a whole. She regretted that there had not been time to allow them to be previously discussed by the Branches, but they were drawn up at what was thought to be a critical moment, though the crisis had fortunately been postponed by the action of the Board. The present condition of the Register was anything but satisfactory. The permanent conditions of registration, which were now not to be enforced till July 31, had been satisfied by few women and still fewer men. An increasing number of women were indeed undergoing training, but the number of men in training institutions was a negligible quantity. The clause for admission as student-teachers had been wholly inoperative. Supplemental registers had been indefinitely postponed. There was, in her opinion, another reason beyond that given by the Board—the impossibility of demarcating primary and secondary teachers—in cookery, for instance. Column A was a dead letter. It had provoked the unanimous indignation of the teachers for whose supposed benefit it was framed. It was impossible to draw such a distinction between the two branches. If the Register was boycotted by secondary men teachers and banned by primary teachers, it must either be radically reformed or ended. The distinction between Columns A and B should disappear, but there should be a new classi-

fication as proposed in (d), under the two heads of graduate and non-graduate teachers. It could not be expected for many years to come that all the staff of a school should have a degree, but it was imperative that every member of the staff of an efficient school should be on the Register. The conditions of schools had greatly changed since the Register was first framed. Then there was a clear distinction between primary and secondary schools, the gap being filled by private-venture schools of a low type. The place of these was being taken by a type of school which did not answer to their idea of secondary, but which were recognized as such by the Board, the so-called municipal secondary schools. To her knowledge a certain school with the same staff and curriculum had changed its name three times—Science Division A, Higher Elementary, Municipal Secondary. Should a master in such a school be registered in Column A or B? Again, preparatory schools as forming part of the system of public schools had been recognized for registration, but now numbers of primary schools prepared their scholars for the municipal or grammar schools. Lastly, for registration to be effective, the Board must take some means of enforcing or at least encouraging it. This point was dealt with under (f).

The resolutions were then moved separately.

Miss PEARSON, who moved (a), said it served merely as a preamble, and declared the policy of the open door.

Mrs. POLLARD took exception to it. She had seen, where she would have least expected to find it, a word of wisdom in an election address:—"There will be no progress in education till it is made part of the Civil Service." She held that the analogy of Civil Service clerks, who were classed in two distinct divisions, higher and lower, applied to the teaching profession.

(a) having been carried, Miss PEARSON moved (b). She said that the present distinction was not only hopelessly illogical (not a fatal objection), but flagrantly unjust. The only plea that could be urged for preserving the invidious distinction was the difference of experience. Even allowing this difference for the sake of argument, it was far less than the differences of academic attainments between those admitted to Column B.

Miss SKEAT said that elementary and secondary teaching differed wholly in their points of view, and the two ranks should not be confounded. A long experience of teaching in Board schools would unfit a teacher for high schools. The teaching in secondary schools was idealistic; that in primary schools was purely utilitarian. Consequently she found that, if pupils passed to the high school at the age of eleven, she could make something of them; if at thirteen, they were comparatively hopeless.

Miss LAURIE said that, if resolution (c) were carried, (b) was superfluous.

Miss ANDREWS pointed out that in the reformed Register the quality of the registrée's experience would be entered as now.

After some further debate the resolution was put in the amended form:—"That certificated graduate teachers should be eligible for the same grade in the Register as trained graduates in secondary schools."

The resolution was lost by 26 votes against 17.

The other resolutions were then put and carried with verbal amendments necessitated by the rejection of (b).

Training of Teachers.

A paper was then read on "The General Principles that should underlie the Training of Teachers," by Miss FORTEY, of the Cambridge Training College. Miss Fortey proposed to criticize the present system of training as practised in four colleges with which she was familiar. It consisted of two parts. (1) The practical. In this lecturers might boast that they were fairly efficient. When head mistresses complained, as they sometimes did, of the inefficiency of one of their college students, her answer was: "You should have seen her when first she came to us." (2) The theoretical. This part left much to be desired. It was only the exceptionally able student who derived any benefit from the study of psychology or gained any real grasp of first principles or of the history of education. Nor was it reasonable to expect that those who had had little or no practical experience of teaching should grasp the theory. As well expect a science student to master chemistry without ever entering a laboratory. Their subject was not general psychology, but psychological facts and generalizations of a special kind. Many students who made excellent teachers had no turn for philosophy, and several who had proved their ability by gaining first classes in a Tripos had subsequently been plucked in Theory. In their criticism lessons they should appeal to the "middle axioms." She proposed, then, that there should be two Teaching Diplomas: (1) general and compulsory, (2) special and optional. (1) would entail two terms at a college, spent in teaching, hearing lessons, discussions on practice, &c.; (2) would not involve residence. The teacher would pursue the theory *pari passu* with the practice and take the examination in Theory and History when she felt herself ripe for it. She might take in the vacation, or a by-term, courses in the higher study provided by the training colleges. She advocated her plan as sounder in principle than the present one, as less expensive,

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and as providing suitable mistresses for schools that received student-teachers.

Miss YOUNG said that, if training colleges abandoned theory and thought to teach from the purely empirical point of view, their *raison d'être* would cease. Teaching must be based on psychology. The aim of the trainer must be, not to turn out psychologists, but to give to intending teachers, as it were, a psychologic aspect. She disputed the analogy from science. In studying the laws of mind the facts were already before the student. The task set him was to make explicit and to coordinate principles already implicit in consciousness. At Cambridge lectures were given on Psychology and Logic, at Oxford on the Theory of Education, but it was really only a difference of nomenclature.

Geography.

At the afternoon sitting a paper was read by Miss J. B. REYNOLDS on "The Teaching of Geography in Switzerland, with special application to the teaching of the subject in this country." Miss Reynolds described an out-of-door lesson in geography that she had seen given to a class at Lausanne, and a school expedition from Berne to Burgsdorf that she had attended. At all the Swiss Universities, except Basle, Geography might be taken as the principal subject for a degree; hence there was an adequate supply of trained experts. The *excursions scolaires* were largely subsidized by the municipalities and communes. In Switzerland the regional method was generally in vogue—first the Alps, then the several valleys. Whether the basis should be geological, or relief, or climatic, was a moot point. She herself held that it should vary with the country that was being studied. The lecture was illustrated by numerous original maps and diagrams.

In answer to questions Miss Reynolds thought that the stereoscope could not be largely adopted in schools on account of the expense. The teacher must rely mainly on pictures or picture books. The lantern could be used without darkening the room to any extent. An excellent variety of slides could be had on loan from Messrs. George Philip. The best form of home work was simple problems, especially if books of reference were available.

The meeting concluded with votes of thanks to Miss Reynolds, Miss Lewis, and Miss Macklin.

UNIVERSITY WOMEN TEACHERS.

THE Association of University Women Teachers held its annual business meeting on January 12 at University Hall, Gordon Square. The meeting was well attended.

Miss CLOUGH, the President, in congratulating the Association on the very satisfactory report for the year 1905, drew attention to the large increase in the number of salaries above £100; e.g., this year the report gave thirty teachers with an initial salary of £120, as against fifteen in 1904; and thirty-four at £110, as against twenty-two last year.

When the business of the meeting was concluded, two papers were read and discussed. Miss C. R. ASH, of the St. Paul's Girls' School, Brook Green, read a paper on "The Principles and Aims of the Direct Method of Modern Language Teaching and their Application in Practice." Miss Ash contrasted the old method with the new, i.e., the method which gave the pupil a language of paper and ink, of grammar and dictionary—dead for all practical purposes—and the new method which gives the learner a living language, arouses an interest in the people who speak it, and surrounds him with an atmosphere of the country whose language he is learning; the main principle underlying such a method to be as far as possible the same as that employed when we are taught our mother tongue.

Miss WATERS, Head Mistress of the County School for Girls, Bromley, read an interesting paper on "Tenure and Functions of Head Mistresses under Education Authorities." She advocated the following scheme:—(1) The appointment of the head mistress by the supreme Authority, not by a local Sub-Committee. (2) The appointment of the assistants by the head mistress, subject to confirmation by the Managing Committee. (3) A probationary period, after which the position should be secure up to the retiring age limit. (4) Dismissal of both head and assistants to be only in the power of the supreme Authority, with ample opportunity for a personal defence and no dismissal without cause assigned. (5) The internal arrangement of the school to be in the hands of the head mistress, subject to inspection and report from the Board of Education. Miss Waters pointed out the defects and inconvenience arising from a system where those who are responsible for the work do not choose their own agents, and she pleaded that teachers under Education Authorities should be prepared with a well considered and unanimous opinion as to their minimum rights and needs; if they knew their own minds on these points, the Authorities would not be unwilling to listen to their claims—more especially at the present moment, while many of the Authorities were still in the fluid state and not yet crystallized by precedent.

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OCCASIONAL NOTES.

THE King's Speech, as we were warned, contains no surprises. An Education Bill stands first among the legislative measures actually named, but we are only told that it will be introduced as soon as possible. A Cabinet Committee is still engaged in drafting it, and it will probably be read for the first time shortly before the Easter holidays. This will happen opportunely both for the Scarborough Conference of the N.U.T. and the Sheffield Conference of the Teachers' Guild. By collating the utterances of the Prime Minister and members of the inner Cabinet it is not difficult to prognosticate its main provisions, and all that has since happened tends to confirm our horoscope of last month. There will be no upsetting—so Sir Henry Campbell-Bannerman has stated—of the foundations of the 1902 Bill; in other words, no return to the abolished School Boards. Next, we may take it for certain that the distinction between provided and non-provided schools will disappear. All State-aided schools will be subject to the control of the Local Authority, and the Cowper-Temple clause will apply to all. It follows that powers must be given to County Councils to acquire or to rent from the trustees denominational schools. Our own belief is that no compulsory powers are needed. All but a few fanatics will come to terms when supplies are cut off and the erection of a provided school is a certainty. Lastly, facilities for denominational teaching will, in some way or other, be granted; but on this point we are left to conjecture, and can only state what seems to us the most reasonable compromise. Opportunities should be afforded for specific religious teaching at the beginning or close of the school day in all schools where a substantial proportion of the parents demand such teaching, the teachers to be unpaid and appointed by the respective religious bodies. We should

like, too, to see special provision made for Jewish and Roman Catholic districts.

WHATEVER the new Bill may have in store, it is clear from Mr. Birrell's speeches that children and teachers will be sympathetically considered and fairly dealt with. The *Schoolmaster* recalls how, in the days of Mr. Mundella, *Punch* plaintively asked if any one at Whitehall had ever seen a child. Things have altered now; and, although rates, religion, and regulations must of necessity loom largely in the minds of administrators, yet we may feel full confidence that Mr. Birrell and his official advisers do desire the welfare of the child, and therefore of the nation, rather than the most perfect of paper systems. Dr. Macnamara reminds us of many points of importance that will not be discussed at Westminster, such as large classes, imperfectly qualified teachers, inadequate salaries, and the like; but it is said that there are a hundred members of the new House who have passed through public elementary schools. They will know. Any reform of public schools has always had scant consideration in Parliament, because the majority of members have been educated in such schools, and look back to their schools with affection. Perhaps now, for the first time in the history of legislation, we shall find the case of the people's schools treated with inside knowledge. On the subject of the Register of Teachers Mr. Birrell has already spoken with no uncertain voice, and we may expect to see the existing injustices and absurdities swept away.

SECONDARY education has been often, and with justice, called the Cinderella of the three sisters—Primary, Technical, and Secondary. Perhaps Mr. Birrell will prove the Fairy Godmother. His reply to Mr. Acland's letter is full of promise and hope. Mr. Birrell has been in communication with the Chancellor of the Exchequer, and, as we anticipated last month, is able to say that provision will be made in the Estimates for "a considerable increase of the Exchequer grants in aid of secondary schools; to alleviate the burden now placed upon Local Authorities in respect of the education of teachers; and to further assist the building of training colleges for teachers by the Local Authorities." Until the details of the proposals are actually before us we cannot say how far the new grants will be adequate, but we may welcome the evidence that Mr. Birrell is awake to the needs. It was only last year that the Board, forced by the want of money in the Treasury, announced the change in the Regulations for Secondary Schools that swept away the former classes of A and B schools and lowered the scale of grants except in a few special cases. This *ukase* has threatened a number of schools with bankruptcy. Such schools, all over the country, have been presenting the hardship of their position to the Board, and it is probable that these representations have had weight with the Treasury. Let us hope that the relief will be given generously in the form of a large loaf.

ANOTHER important point raised by Mr. Acland in his letter to Mr. Birrell concerns the payment of teachers. Speaking of the lamentably small grants he says: "The result is that we have a very large number of underpaid teachers." Here Mr. Acland presses home a matter of the utmost urgency. In the abstract we may admire the "simple life" and revere the celibate schoolmaster, full of missionary zeal, of cenobitic temper, putting the spirit

The Need for
Higher Salaries.

above the body ; but in practice it must be admitted that the demand for educational missionaries is greater than the supply. Teachers are neither much better nor much worse than other men. If they are underpaid, they suffer in body and mind : they are celibates from compulsion, ascetic for want of means, cut off by their poverty from sharing in the social or intellectual life of their neighbours. Such a state of affairs—and the picture is not overdrawn—must react for evil upon the school and the scholars. Two things make it urgently important that salaries of assistant teachers in secondary schools should be increased. These are, first, the increased salaries, the regular promotion, and the comparative security enjoyed by teachers in elementary schools. It is inconceivable that salaries in secondary schools should remain permanently below those in public elementary schools, as is often the case to-day. The other reason is that the good sense of the nation will insist that those who have charge of the children shall be able to live decently, to enjoy family life, and in their turn to educate suitably their own children.

THE endowed grammar schools all over the country, with rare exceptions like Tonbridge, have been desperately in want of money. The endowment that sufficed for the teaching of the few who, years ago, asked for secondary education is now a mere drop in the ocean of fresh claimants for a share. The buildings which a century, nay, ten years, ago were considered adequate will no longer meet the needs of the times nor satisfy the Board's building regulations. Many of these schools are in a very weak financial position. The Local Authorities, with their limited rating powers, and ratepayers, already alarmed at the expenditure upon elementary education, cannot give the full help that is needed. Increased Treasury grant is required, even though in these schools the fees may be reasonably high. But the other class of secondary school is in a still more parlous state. It must be remembered that since the Cockerton judgment a large number of schools that were formerly supported out of the elementary education rate are now thrown on the higher rate. The fees charged in these schools are necessarily low. The number of the schools is increasing very rapidly, in response to the growing demand for an education continued after the elementary school. After many years of discussion the sad fact is that secondary education remains neither properly supported nor effectively organized.

THE Archbishop of Canterbury's letter to Mr. J. G. Talbot is a model of Christian charity, in marked contrast to the party prejudice and uncharitableness of another letter on which we commented in last month's "Notes." "I should like," writes his Grace, "to say that I have no reason to believe that the Government is disposed to act unfairly towards those who have in recent years shown so much generosity and self-sacrifice on behalf of schools in which there is security for genuine religious teaching. Like its predecessor, the Government is face to face with an exceedingly difficult situation. I am willing to believe that, like its predecessor, it desires to act with fairness all round." It is a relief, too, to learn that, so far as the Archbishop has any voice in the matter, whatever the Act may be, Churchmen will not resort to "passive resistance." There will be no Trial of the Seven Bishops or sale of apostle spoons at Lambeth. We are not among those Liberals whom the Archbishop upbraids for countenancing "a course of action so contrary to the elementary principles of representative government."

THERE is no arguing with a prophet, and Lord Hugh Cecil writes to the *Times* like a prophet new-inspired:—The fashion of this world passes away, and with it the new Parliament which will extend for five or six years and then give place to a successor. But the Church is everlasting : she counts her day by centuries, and even by millenniums. Those who fight her battles can wait in quietness and in confidence till the tyranny be overpast.—With such prophecies—we say it in no mocking spirit—we have neither the inclination nor the ability to argue. But we may point out that the Church of which Lord Hugh speaks is not, and never has been, the National Church. His is the Church of Apostolic Succession, not the congregation of the faithful that embraces High Church and Low Church, Episcopalians and Presbyterians, the Bishop of Manchester and the Dean of Ripon. Further, we would ask Lord Hugh, however strong his faith in the future, whether he is prepared in the meanwhile to deprive whole generations of children of the "elementary theology and devotion" which he allows may be taught in an undenominational school.

MR. FRERE, of the Community of the Resurrection, finds the solution to the riddle of the Sphinx in that blessed word Pandenominationalism, and the *School Guardian* hails him as an *Œdipus*. Pandenominationalism. It combines and reconciles (so we are told) the apparently conflicting principles of public control over public money and of parental rights as to the form of religious teaching. As our readers know, we do not share Dr. Clifford's objections to concurrent endowment, and wherever the numbers of Roman Catholics are sufficient we should gladly see State-supported Catholic schools. But in one-school areas the pandenominational school for which Mr. Frere pleads seems to us—we can find no milder word for it—a pandemonium. "It will be the business of managers to keep a creed register and provide for the religious education of each group of children according to creed. The willingness or capacity to teach one or other form of creed will cease to be a disqualification and will become a qualification." And the *School Guardian* assures us that there will probably be not more than half a dozen different headings on the creed register. Half a dozen classes classified not by attainments or age, but by creeds! Fifty little Church-of-Englanders taught by the Anglican arithmetic master, a score of little Primitive Methodists taught by the Methodist music master, a Quaker pupil-teacher and two Quaker infants taught by the Friend sewing mistress, and a job lot of no particular persuasion handed over to the agnostic drill sergeant!

Tantum religio potuit suadere malorum !

THE Bishop of St. Asaph says ditto to his brother of Birmingham, and thinks to clinch the argument against undenominational teaching by a poser. He asked an earnest Welsh Nonconformist this question: "Would you, as a Calvinistic Methodist, be willing that your child should receive this Bible instruction from a head teacher who was a Roman Catholic?" His reply was prompt and frank: "Certainly not." Extremes meet, and it is natural that an orthodox Anglican should rejoice more over an ultra-Methodist than over the ninety-nine just parents who need no repentance. Hard cases make bad law, and it is surely better that one parent be constrained to withdraw his child from the common Bible lesson under the conscience clause than that ninety-nine children should receive no religious instruction from their appointed teachers and be left to the tender mercies of sectarian volunteers.

IN the last number of *School* there is an admirable article by Mr. J. L. Paton on "Religious Teaching in Secondary Schools," too good to be here condensed or sampled. We will only refer to the negative conclusions that have a direct bearing on the present controversy. (1) Teachers must be an unordained ministry and their work must be to them a cure of souls. To secure such teachers of religion tests are useless, and worse than useless—"more likely to produce an abundant crop of those finished hypocrites who have the truth of God in their mind, but are without the love of God in their hearts." (2) Equally futile is any prescribed curriculum of religious instruction. "It would be better if the choice were forced upon us to have purely secular instruction given by religious men and women than the most carefully thought-out religious instruction given by men and women who were secular or religious merely for the purposes of their profession." (3) It is advisable in school to have as few dividing lines as possible. "Prof. Rein has pointed out the failure of the *Simultanschulen* in Germany." That the *School Guardian* should have quoted this article with approval and expressed a wish to have reproduced it in full is a happy augury for the forthcoming Bill.

WE have received from the Rationalist Press Association a declaration in favour of purely secular instruction in all State- or rate-aided schools. The major premiss of the argument is that in publicly subsidized schools nothing should be taught but facts—i.e., statements on which the learned world and men of science are unanimously agreed. The Bible, according to the old epigram, is the book in which each man seeks and finds his own dogmas; and the conclusion follows that the Bible cannot serve as text-book for schools. The logic is unimpeachable, but it seems to us to prove too much, and it wholly fails to convince us. On this showing we should be bound to exclude not only all myth and legend, romance and fairy tales, but the greater part of poetry. The story of Odysseus and the Cyclops, of Romulus and the she-wolf, of Alfred and the cakes would all be taboo. "Paradise Lost" would be put on the "Index Expurgatorius," and the ode on "The Intimations of Immortality" would be barred because it contains the questionable doctrine of *anamnesis*. We hold that there is nothing in English literature to take the place of the story of Joseph and his Brethren, still less of the Sermon on the Mount; that ninety-nine parents out of every hundred desire that their children should be taught from these texts; and that the divergent views of teachers as to the nature of inspiration and supernatural authority do not—or, at any rate, need not—affect their exposition of these texts to children.

THE Bishop of Stepney made an earnest appeal for the need of dogmatic teaching in his recent sermon at St. Paul's Cathedral. Dogma, he points out, cannot be common to different religious bodies, and dogma is the simple form of teaching suitable to children. Therefore he will have nothing to do with what is called undenominational teaching. "In itself," he says, "a dogma is a judgment, a decision, a statement which must be taken on trust. In this sense the whole teaching of children in every subject must be dogmatic. No matter what the subject of your teaching may be, you must begin at once with statements which the child must accept on trust, and can only afterwards either verify or correct by his own thinking." The teacher of to-day is not prepared to accept

this dictum. He does not tell a child that five times seven are thirty-five: he makes the child discover the fact by actual calculation and arrangement of units. Indeed, the whole tendency of education is to give as little as possible that must be taken on trust. In secular education it has been found that knowledge taken on trust is apt to become a permanent but unfruitful possession, to the criticism of which the intellect is rarely, in later years, directed. We would rather a child should unconsciously and naturally seek to employ his activities because of a natural desire to be active and because he sees other people around him occupied than that he should be morbidly and precociously active because of Dr. Watts's hymn.

THE English Public Schools' Association in Montreal, on the occasion of the annual dinner, at which many of the chief schools in England were represented, produced a scheme of great possibility and one that ought to be carefully considered by the head masters of public schools at home. The proposal is that young public-school men on emigrating to Canada should be provided with proper recommendations to the Association in Montreal. This association, which has members in all the chief cities, would make it its business to know of openings and opportunities for work, so that the young Englishman, who has perhaps no suitable introductions and has exhausted the slender capital with which he landed, may not be obliged to take unsuitable employment, because he does not know how to get anything else. For a long time past the colonies have been looked upon as a dumping ground for undesirables, and it is natural that the promoters of this scheme in Montreal should make a point of good testimonials and guarantee as to character. Mr. Bidwell, who communicates the plan to the *Times*, suggests that the Head Masters' Conference should consider the possibility of establishing a committee to issue certificates based on unimpeachable evidence that applicants are *bona fide* public-school men and that they have borne a first-rate character at school and since leaving.

MR. BALFOUR has told us that we are all socialists now, and the remark is perfectly true in so far as we are all prepared to recognize the responsibility of the nation as a whole to all its citizens. It is agreed that every one should have reasonable chance of health and strength and education; that it is the duty of the nation to provide as far as possible that no individual shall be allowed to starve, to suffer from malnutrition, or to remain ignorant. But there is a long way from the acceptance of the idea to its realization. And, of course, in details there is opposition, often founded on perfectly good grounds. The nation is certainly not at present prepared to accept the whole of the policy laid down in educational matters by the Annual Conference of the Labour Representation Committee. Put briefly the demands are these: at least one free meal a day to be given; all education of all grades to be free; bursaries to be given to children whose usefulness would be enhanced by continued education to enable them to support themselves while continuing their studies; education to be entirely secular and entirely controlled by the directly elected representatives of the people; the standard of capacity to be judged by work previously accomplished, and not by competitive examinations; the money for these reforms to be found by the National Exchequer out of revenue obtained through broadening the basis of taxation. This is a vision of Cloud-cuckoo-land, an outbidding of the Aristophanic Sausage-seller.

GREAT schemes must of necessity move slowly. It is some two years since Lord Rosebery announced that private benefactors had made it possible for him to propose the establishment of a great institution for the teaching of science—an institution which was at once christened the “London Charlottenburg.” Now we have the report of the Committee appointed, under the chairmanship of Mr. Haldane, to investigate the nature of the basis needed. The next step is to begin building and to appoint heads of departments who may superintend the erection of laboratories suitable to their needs. We hope it will not be possible in these days to sink large sums in a palace merely designed to please the artistic eye. Success in teaching depends to no small extent upon bricks and mortar. The work of many a school and college is hampered to-day by buildings that handicap the teacher and the student. Therefore we would say that the chief professors of the new institution should be appointed first, and should be in close collaboration with the architect throughout. In about ten years’ time we may expect the first batch of students to have left the new college and to be beginning their task of spreading scientific knowledge among the industrial traders of the Empire. The vexed question (discussed in full on another page) whether the institution shall or shall not form part of the University of London can afford to wait.

THE movement in Germany in favour of more complete opportunities for the education of women has reached a stage, as we learn from the Berlin correspondent of the *Morning Post*, at which practical progress can at once be begun. The Prussian Government has announced the intention to effect a thorough reform in the existing system of education for girls. Throughout the kingdom of Prussia public schools called *Lyceen* and *Oberlyceen* will be established. Thus a girl can begin her education in a *Prolyceum* and leave the *Oberlyceum* at the age of twenty prepared to undergo a University education. But the object of the new proposals is not merely to suit the small percentage who wish to study at Universities: it is also to provide a more serious education than is given at present to the majority of girls from the middle and higher classes. As Fräulein Helene Lange well says: “We wish to do away with the shallow æsthetics and the sugary sentiments that at present form so large a part of our girls’ education. We desire to see our girls grow up to be capable mothers and citizens; to train them to think, to give them a more profound appreciation of the intellectual and the economical and social culture of the day, and to inspire them with a more robust feeling of responsibility in regard to questions affecting the social well-being of the nation.” But what will become of contemporary writers of fiction?

THE London County Council has issued a memorandum calling the attention of those interested to the career offered by teaching in the public elementary schools of London. The new scale comes into operation after August 1 of this year. It offers to assistant masters who are properly qualified a salary of £100 a year, rising by regular annual increments to £200 a year. These increments might, of course, be withheld, but practically they are automatic. Tenure during good behaviour is certain. Salaries of head masters range from £200 to £400, and “there are openings to posts of still higher value.” Assistant mistresses will begin, after August 1, 1907, at £90 and rise to £150. Head mistresses range from £150 to £300,

and again we see the tempting allusion to posts of “still higher value.” Graduates who are also otherwise fully qualified, whether men or women, will begin at £10 above the ordinary scale. We are told that the Council already has under consideration a scale for teachers in secondary schools. The minimum cannot well be below the minimum just quoted. And it is a fact, though we utter it with shame, that in many of the poorer secondary schools of London assistant masters and mistresses would be glad if they could be assured of the maxima of £200 and £150 respectively that we have mentioned above. When the scale for secondary teachers is published, whether or not the Council is able by grant of funds to make it compulsory, a valuable example will have been set that will do much towards improving secondary schools over the country.

THE American school system of purely secular education has, in common with all other systems, its supporters and its detractors. Thus we read: “I have never yet come across a single American who objects to it or who dreams of substituting anything else.” Again we read: “The assassination of President McKinley is a visitation of God on America, and is to be attributed to our Godless system of education, a far worse crime than slavery or intemperance.” We agree cordially with the real meaning of both speakers, and we would point out again that a people is not made religious by definite doctrinal teaching given during certain and limited periods, any more than it is made sober by Act of Parliament. Conduct, which even the most rigid devotee of dogma will admit to be an important fruit of religious teaching, is the result of the general influence of the *milieu* in which the child lives. Children will not be much more nor much less religious than the people with whom they mix. Among these influences teachers count for something. It is impossible to-day to get thousands of teachers convinced of the primary importance of dogma. What teachers believe and what they do—not the half-hour’s lesson in religion—form their real influence on their scholars. The teacher standing before his class for thirty hours gives a more influential sermon, for good or ill, than the preacher in the pulpit for twenty minutes. It is by our teachers that religious education stands or falls.

A BRIEF account has been published of a meeting of the Executive of the Northern Counties Education League, from which it is clear that the Government will have to meet no slight difficulties in the drafting of the new Education Bill, even from the progressive party among its own supporters. We are told that opinion was freely expressed that the proposals outlined by Mr. Birrell might not have the approval of the advocates of a national system of education. The President, Mr. Alfred Illingworth, seemed to voice the feeling of members when he said that all sectarian teaching must be removed from the official work and the official hours of the school. He felt convinced that the American plan of leaving out theology and reading the Bible for purposes of the formation of character and moral instruction was the true settlement of the difficulty. This sounds so simple, and yet in practice it is so impossible. If teacher and children are to be gagged, the latter forbidden to ask and the former forbidden to answer questions, then the Bible reading will soon become an empty form. A better solution than this will have to be found in order to satisfy the religious instinct of the nation. In truth, the League takes up an attitude as irreconcilable as that of the extreme

The “London Charlottenburg.”

Higher Education for Girls in Germany.

Assistant Teachers and their Salaries in London.

The “Godless” System in America.

Opposition to Mr. Birrell.

High Church party, and a *concordat* between the two does not seem possible. The Executive also condemned a history published by the National Society that had been issued to schools in the East Riding on the ground that an attempt was made to disparage the character of Oliver Cromwell.

"WHY trouble about cooking, when tinned lobster and pickles can be readily bought and expeditiously prepared."—Yet Mrs. Marvin, as we are glad to see, pegs

The Value of Food.

away at the urgent need of training girls to be housewives and mothers. The existing ignorance is absolutely appalling, in spite of the many efforts to dispeel it that have been made and are being made. We are, perhaps, rather proud of our cookery schools and our laundry centres. Mrs. Marvin tells us that of girls over eleven only one quarter learn cookery, only one nineteenth learn housewifery, and only one twenty-second learn laundry-work. Book education, partly because it is cheap, has assumed too great a monopoly of the school hours. Practical teaching in the facts that tend to produce a well ordered and healthy life are of the utmost importance. The present ignorance, to take one point alone, of food values is discreditable to those who are responsible for our codes and disastrous for the well-being of the nation. It is just as easy to suffer from malnutrition as from under-feeding (or indeed from over-feeding). Even among the so-called educated classes and their cooks this ignorance is extraordinary and lowers their vitality. It is obviously a matter of primary importance that some member of the household should know the values and properties of different sorts of food.

PROF. OMAN, in his inaugural lecture, went out of his way to scoff at "educationalists," especially when assembled in conclave. "Horrid word," he said, "and, by implication, "more horrid thing." Our

The Oxford Modern History School.

withers are unwrung, and, though he flouts the "irresponsible criticisms of the press," he cannot take offence at a humble endorsement of his views on the teaching of history. Briefly, he held that the University is a place both of education and of research: that the two functions must be, as far as is possible, correlated; but in cases where they conflict education must take precedence. Applying these principles to his own province, he maintained that the Modern History School was framed on the right lines, and he deprecated its conversion into a technical school for budding historians. The real blot on the school was, in his opinion, not the neglect of palaeography, but the want of any provision that the student should have some grip of foreign languages. In this plea for a liberal education as opposed to a specialized study we are heartily in accord. But even Oxford is capable of reform. There have been predecessors in his chair to whom Prof. Oman fits the cap. "The worst teacher, without exception, that I ever knew was a man who had obtained the highest possible University distinctions and had also done meritorious work in research."

MRS. HUMPHRY WARD'S letters to the *Times* on the subject of the playtime of the poor will have been widely read and doubtless have aroused an uneasy feeling in some minds that, in spite of the many organizations on which we pride ourselves, all is not well with the children of our less privileged neighbours. In our comfortable suburban homes we scarcely like even to think of the slums of large cities. Yet much has been done by many wealthy

donors and by a multitude of earnest and self-devoted workers to enlarge and brighten the outlook of dwellers in slums. But what a drop in the ocean it is! If the crowded rookeries and dirty courts of our big cities are to remain, the responsibility of looking after the children in their play-time must not be left to amateurs: it must be undertaken by the State. For many years Christianity has had as one of its fundamental doctrines the duty of care and consideration for one's neighbour. But, in the modern conditions of life, we do not see and cannot look after our "neighbour." Though it weakens the benefit to giver and recipient alike, we must pay some one to do our duty for us. That is to say, that the more fortunate among us, usually from no fault or merit of our own, must pay through the rate-collector for the proper care, in school and out of school, of the children of the less fortunate in life's struggle.

LOCAL AUTHORITIES.

THE Education Committee of Middlesex has published the conditions for the recognition of secondary schools in the county. In the first place, all schools, public or private, applying for recognition will be required to undergo inspection, both administrative and educational, in accordance with the Board of Education Act, and will have to be approved by the Education Committee. Half the cost of inspection will be borne by the county. When the test is passed the school will be included in the county list of recognized schools. Schools not carried on for private profit will be eligible for assistance in the usual way: capital grants and maintenance grants. Schools carried on for private profit will be eligible for assistance in the following forms:—County scholarships may be held by pupils in the schools: pupils may compete for all county scholarships; the services of travelling lecturers and the use of county museums, laboratories, gymnasia, &c., subject to suitable terms being arranged. It is further stated that schools in receipt of aid must present an annual report showing the curriculum, time-table, and the examiner's or inspector's report.

THE Staffordshire Education Committee, as a result of two years' experience, has issued a very useful scheme for **A Scheme for School Gardening.** Sixty-four schools in the county have worked out the scheme. The general garden is recommended, as opposed to the single-plot system. The latter is more suitable for evening-class students. Where the former plan is adopted it is possible to arrange the garden exactly as a cottager would deal with his own plot of ground. There is also a saving in equipment; and the teacher is able to group the boys together under his eye and within hearing of his instruction. The cost of equipment is stated to be (for each class) £7. 1s. 8d., and the annual cost of seeds, manure, repairs to tools, &c., £1. 13s. 7d. The Committee offer a grant of £6, of which at least £5 should be given to the teacher. "If the class is to be taught with enthusiasm, it is neither wise nor fair to lay it upon the teacher as an additional burden without any proportionate advantage to himself." The importance of the course, in Mr. Graham Balfour's opinion, may be gathered from the following quotation:—"The boy who has been well taught will not merely be a neat gardener, but will thereby develop his intelligence, observation, and character, and become better able to turn his hand successfully to any work he may desire to do, and to avail himself of any opportunity in life that may present itself to him." The way in which the garden may be utilized in connexion with the Nature-study work of the school is fully dealt with.

It is the fashion to pour gentle ridicule on the "Suggestions" of the Board of Education as being a set of pious aspirations impossible of realization in the cold, practical light of experience. Yet in one place after another we see earnest reference made to these "Suggestions," and in one report after another teachers are urged to study them carefully—in the Staffordshire report on gardening and Nature study and in the report of the Wilts County Council on the way to deal with infants. The latter report contains also the following specific recommendations:—Chairs and dwarf tables of a convenient size should be supplied for infants under five years of age. A separate room, and that the sunniest, should be reserved for them. A separate time-table should be in use. No lesson should exceed fifteen minutes in length. No metal needles, and, as a rule, no penholders, lead or slate pencils, should be given to

the infants under five. Numbers should be taught by concrete objects only; picture books and blocks, but no reading books, may be requisitioned. For physical exercises recreative games are the best. We have also received reports of the valuable work in agriculture that is being done by the Committee.

Evening Classes in Birkenhead. We have received from the Education Committee of Birkenhead the annual report of the evening classes in science, art, &c. The subjects taught are numerous and the attendance seems to have been good, showing that the inhabitants of Birkenhead appreciate the opportunities afforded them by the Committee. It is interesting to note the degrees of popularity of the various subjects. Among the men students (by the way, we do not like the terms "males" and "females") the following subjects were the most popular:—Arithmetic, shorthand, book-keeping, drawing, commercial correspondence, woodwork. After these come writing and composition, French, preliminary science, English; then citizenship and, last of all, algebra, Spanish, and ambulance. Among the girl students needlework comes first; then writing and composition, book-keeping, cookery, arithmetic, ambulance, and home nursing. The least well supported are vocal music, commercial correspondence, millinery, drawing, and French. The comparative unpopularity of citizenship and ambulance is rather surprising.

Secondary Education in Cheshire. A COMPLETE scheme of secondary education for Cheshire has been proposed by the Education Committee. This will, of course, take some years to become effective; but when it is fully carried out it will probably meet all needs, as the requirements of rural districts will be met by maintenance scholarships. These are the new schools proposed: Altrincham, for 200 pupils; Wallasey, for 300 boys; Macclesfield, for 220 girls; Hyde, for 250 pupils; and Crewe, for 350 pupils. It appears that three of these are to be co-education schools. The initial cost, apart from site, is estimated at £40 per school place. This is, perhaps, rather a narrow estimate, and may have to be increased. The estimated cost of maintaining all the secondary schools, including those that are already built, is put at £7,000 a year. Here, again, the cost is certain to increase. On the other hand, it is to be hoped that the Treasury grants will soon become much more generous and also that the limit of twopence for the higher education rate may be removed. Higher elementary schools are also to be established; but in some cases existing secondary schools will be converted. The difference between a higher elementary and a lower secondary school appears to be that the latter sounds more genteel to parents, and is therefore preferred by them; while the former may be charged to the elementary education rate, and is therefore easier to finance.

Games at Grimsby. It was not without some opposition that the Mayor of Grimsby carried his motion before the Education Committee that a sum of £40 should be spent in relaying part of the playing field as a cricket pitch for the boys of the Municipal College. We do not doubt that the money will be usefully spent; and, if the principle is once admitted that it is the duty of the Authority to make provision for physical health and the occupation of leisure, then we may see the provision of cricket pitches for all the elementary schools as well. It was argued at the meeting that passed this expenditure that this money was really in the form of scholarships, as it would induce boys to come to the College after leaving the elementary school. This would be good for the boys and good for the school. The boys are evidently willing to help themselves as well as to apply to the Committee for funds. It was stated that they proposed to raise a sum of £250 for a cricket pavilion.

THE LONDON CHARLOTTENBURG—UNIVERSITY OR POLYTECHNIC?

By Dr. A. DU PRÉ DENNING.

THE conclusions and recommendations embodied in the final report of the Departmental Committee on the Royal College of Science, issued early in February, will be viewed in scholastic circles as liberal, broad-minded, and far-seeing statements, which reflect the greatest credit on the compilers, whose labours have now extended over nearly two years. The preliminary report, of which we gave a full account last August, dealt with finance and locality. The question of government was reserved for further consideration.

With regard to the ultimate governing body, the Committee are still not yet unanimous. The point of difference is whether

the new institution shall or shall not be amalgamated with the University and come under the control of the Senate. In order that the establishment and organization of the new institution may not be delayed, whilst the best arrangements for the governing body may be further discussed, the Committee have unanimously agreed that a provisional Committee (of forty) be appointed to take forthwith the necessary steps. On this original governing body it is suggested that the Crown should appoint six members; the Board of Education four; the University of London, the London County Council, the City and Guilds Institute each five; the teaching staff four; the Commissioners of the 1851 Exhibition two; the remainder to be appointed by the Royal Society, the principal engineering societies, and the Society of Chemical Industry. The Committee are agreed that this first governing body shall have free action in organizing and starting the new institution without delay, and they further recommend that this body be given control during a minimum period of five years.

The question, upon which there is a divergence of views, seems to the writer of this article to be one of extreme importance (see "An Amended Scheme for the London Charlottenburg," *Journal of Education*, September, 1905) for the welfare of the new undertaking, and one of no small moment for its future students. Without exaggerating the prestige of a degree, may we not well raise the question as to whether a student of this institution will not find himself at a disadvantage in his profession—say, that of an engineer—when competing against the "degreed" men from the provincial Universities? Of course, "students would be free to take degrees at London University, or other University, in addition to the College diplomas." But, if the instruction courses are not accepted "degree" courses, we may easily conclude that the majority of the students will elect to take the diploma only. Does a diploma carry as much weight in applications for scholastic and professional positions? This may seem a very subsidiary point; but, fortunately or unfortunately, it is one of grave importance to the average student in his future career. The German technical high schools have ultimately decided in favour of degrees. Until the occasion of the Charlottenburg High School jubilee in 1899 they were accustomed to grant diplomas to their students on the completion of their studies: they have now obtained the right of granting degrees. In Prussia, Saxony, Wurtemberg, Baden, and Brunswick it is that of "Doctor of Engineering"; in Bavaria it is that of "Doctor of Technical Science."

Indeed, the question of the combination of the University and the technical high school into a greater University embracing all branches of learning has in recent times frequently been raised in Germany. We all recognize the close connexion of mathematics and the whole of the natural sciences with technical science, and it is not necessary here to point out how important for the technical scholar has become a training in questions of national and political economy and of law. On the other hand, an insight into technical science will become ever more essential to those engaged in natural science, law, and economics. Also in the Universities nowadays a continually growing importance is attached to practical and laboratory work; so that the outward form of instruction in the two establishments does not show any essential differences. Such reasons seem potent grounds for binding a new technical college to a progressive University such as that of London. It is to be borne in mind that when German technical high schools were instituted as separate bodies from the Universities it was at a time in which technical work was held in but slight estimation, and when, in fact, there was but an imperfect appreciation of technical matters. However, though many men of mark have pleaded in favour of such a combination, general opinion would seem to indicate that, though desirable, it is no longer practicable, on account of the wide extent of the technical high schools—an argument which does not seem very convincing, to this writer at any rate. The future, we are told, will be the age of big undertakings for the sake of economy of management, &c. Surely, if this is true of commercial undertakings, it is likely to be equally applicable to educational methods and undertakings.

Again, in considering such a scheme as the present one, ought we not to take into account the probable methods which will be followed by our other large centres of industry in similar matters? The extensive engineering, mining, metallurgy, and

applied chemistry departments, already existent or to be provided, in Birmingham and other such towns, are now, and are likely to continue, units of one co-ordinated whole.

Should the new institution not be associated with London University, what is to become of the University Engineering Faculty? Will this, at present flourishing, faculty become a moribund body, hampered and tied by the "all-impeding trammels of an education regulated, and rightly regulated, by other aims?"

It may be of interest to give the main arguments which have been put forward in support of their views by the two sections of the Departmental Committee. For the one view it is said:

It is assumed that, whatever may be the subsidiary purpose of the new institution, its principal purpose must be to afford a two years' course of advanced study, linking science with investigation, production, and manufacture, to students of, say, nineteen years of age and upwards who have received elsewhere a good general education, and have passed, in addition, through the equivalent of a two years' systematic training in science, whether at the new institution itself or elsewhere. Such an institution, while it will make for the general development of its students, will have their preparation for the work of life as its dominant aim. It must therefore maintain close contact with current practice in the industries of the Empire. . . . An institution which is to keep touch with these interests must be correspondingly elastic. Its organizations must be free from all impeding trammels founded upon experience of the well tried and comparatively little changing track of an education regulated, and rightly regulated, by other aims. It must be free to adapt itself, its staff arrangements, and its methods of teaching, to the conditions of the time. Its constitution must place the responsible control in the hands of men with a continuing knowledge of affairs and of the great producing activities of the Empire, and its governors must be in position to govern with a single eye to the fitness of the institution for its proper function. These conditions of success appear to exclude the proposition that the control of the institution should be vested in a University.

One cannot but wonder what idea these objectors can have of the teaching staff of such technological institutions. Are they also to be regarded "as children in these matters" of everyday life? Is it not realized that a professor of one of the subjects taught may be, perhaps, the greatest living authority on his subject—as, for instance, is Prof. G. Kapp, Professor of Electrical Engineering, Birmingham University? I imagine that no engineer in England would for an instant consider himself a more practical man or more capable of exercising "responsible control" of the Electrical Department than the Professor. Of such men I imagine the teaching staff of the new institution would be composed if London University appointed them. By all means have co-opted specialists on your Board of Studies. But why a staff of first-class practical men could not act under the University it is hard to realize.

Moreover, students for advanced courses of study in the new institution should be drawn from all parts of the Empire. It should, in fact, be an Imperial College of Technology, admission to which should be sought by men trained in the Universities and technical colleges at home and in the dominions beyond the sea. Freedom from subordination to any existing University would enhance its attraction for the ablest students, whose preliminary training had been obtained elsewhere and would indicate its distinctive character as an Imperial College.

The last argument is surely hardly meant to be taken seriously; whilst against the first it may be remarked that quite a large number of students from such different parts as India, Japan, China, South Africa, and New Zealand are attending various courses in technological subjects at Birmingham. Further, if the age of admission is to be from nineteen years upwards, the two years' course of study is not likely to be much more advanced than the senior courses at the various schools it is proposed to incorporate, though naturally the equipment will be more costly.

London University has special obligations laid upon it in connexion with the London district, and must continue to fulfil them. It cannot claim any particular right to provide for Imperial needs.

This last sentence may be taken as indicative of the foremost thought in the minds of the objectors to the amalgamation proposal. They fondly believe that the one institution for which they are now working will be all-sufficient for home and colonial, that is, for Imperial, requirements for some years to come: yet it will most certainly not meet our home requirements, let alone those of our colonies. How is it to be expected that many parents of even capable boys (and surely all parents

think their boys capable) are going to send them to London to study engineering, or whatever it may be? Those most conversant with English parents should realize that it is necessary to bring educational institutions to their very doors before the great majority will give the matter serious thought. And, after all, it is the majority we want to educate technically, and not the appreciative few—who will usually know where to go. The point I wish to urge is that we must be anxious to secure many such technological institutions as the one in question, and these in the majority of our large towns, though naturally on a smaller scale than in the Metropolis. For the opposite view it is said:

Modern opinion at home and abroad is in accord that degrees should be given for advanced technological education. In this country, if it is possible to infer a settled policy from recent and numerous proceedings, it appears that such degrees should be given by the Universities. Not to mention recent developments at the older Universities, the power of conferring degrees for advanced instruction in technology has been given by each of the five University charters granted in the last five years, as well as to the University of London, when it started on its new career. . . . Each of the existing component parts of the new institution is a school of the University. . . . There would, however, evidently be danger of friction between the University and a powerful school if each were regarded by the other as external to itself.

The Senate (of the University) . . . has expressed its willingness that its numbers should be increased if the new College were administered by or under the control of the University. On that condition, too, University College appears willing to consider either the proposal that its Engineering Department should be moved to South Kensington, or that it should have special relations to the new College. Difficulties due to the existence of separate interests have been and are being diminished. . . . It would be a very serious step to check a spontaneous movement, which is thus healing the divisions and rivalries that have hindered the progress of University education in London for three quarters of a century, by reverting to the principle of dual or multiple control, which, as experience has shown, tends neither to economy nor efficiency. . . . An Imperial institution which throws its doors open to all must be largely local in character. Nay, it should be so if the mingling of British and colonial students, which it is one of the main objects of Imperial education to secure, is to be attained. Further, a successful local institution of the first rank must become in part national, Imperial, and even international. . . . An attempt to establish side by side two systems, one Imperial and the other local, would only lead to confusion.

Finally, let us hope that the opinion expressed by Lord Reay and Sir Arthur Rucker—that it is desirable, in the interests of higher education and of the new institution that steps should be taken as soon as possible to incorporate it in the University—may eventually be shared by all. Perhaps it might be worth while for the powers that be to institute degrees in technical science.

Postscriptum.—Very soon after the foregoing had been written there appeared in the *Times* a sharp criticism by Prof. Karl Pearson of the Committee's action in not straightway placing the proposed new institute under the control of the University of London. Prof. Pearson emphasizes the fundamental fallacy of attempting to differentiate technology from academic science, and refers to the fact that difficulties have arisen where technical colleges have been set up independent of the local University, and ultimately, by reason of their growth, competing with it, as, for example, in Manchester and Cambridge (U.S.) and in the case of the Massachusetts Institute of Technology and Harvard University. Should the present report be acted upon, then two of the constituent colleges of the University will be thrown together into a new institution, which will inevitably be forced into competition with the University. Is the University, in that case, asks Prof. Pearson pertinently, to close its other technical schools and go maimed through life?

The Professor is further of the opinion that the right way for Government funds to help technical education is by developing the technical sides of all the local Universities as contended above.

WHAT an ideal school, according to Mr. Lathbury's ideas, Cheam must have been in Lord Randolph Churchill's day! A contemporary remembers him at the age of eleven "repeating 'ore rotundo' the whole of the Article on Predestination and Election without hesitation or the tremor of an eyelash."

PHENOMENA OF ASCENT.

AERONAUTS and mountaineers are at the outset advised to read no further if they would seek fresh avenues of interest in their favourite pursuits; yet, if they have the wider instincts of humanity, they may be able to read what follows in their capacity of units in a human world, and be, perhaps, none the worse.

The admitted aim of most philanthropic agencies is to raise the lower strata of mankind; but the most enthusiastic agents have not always had the clearest conception of what exactly this "raising" implies, and even the particular gradations of ascent in the cases of individuals have not always been made the object of the most careful scrutiny. Yet on individual cases must be based all general methods which are to be other than purely empirical.

How difficult the analysis must be we see when confronted with certain individual cases in which an analysis of ascent defies statement just because genius itself defies analysis. When the Russian *moujik* of obscure origin comes to pen brilliant word-pictures of his low estate, or when the English tinker enriches his mother-tongue with a classic, we can but enshrine the individual within the hierarchy of genius and be profoundly thankful. Even when the barefoot, penniless lad emerges from life's conflict as a merchant prince, we feel that genius is present in the phenomenon, and we can but marvel at the forces of Nature. Nay, further, we are bound to admit that, even in the case of the slum-born *danseuse* or *prima donna* who ends life, mayhap, as her Grace, there is present an intangible something that transcends any reasoned process of analysis.

Sometimes even genius is aided by other factors, whereof heredity is undoubtedly chief. Exactly how much Horace and Burns and Carlyle owed to their fathers we shall never quite know, though none of the three failed to give honour where it was so worthily due. It would interest us much to know just why these fathers elected to give their sons what to-day we call "a chance." In all likelihood the most potent factor in the paternal mind was a consciousness of personal defect attributed, and probably with truth, to the lack of opportunity. Still more valuable would be a precise knowledge of what led to the recognition of this defect—whether it was an influence of a definite type, educational or social, or, on the other hand, some sudden flash of introspection called up by some external and fortuitous combination of events.

It is not the aim of this article, were it within the writer's power, to trace to the fountain head the subtle influences acting in cases like these. Genius is too rare to be worth speculation. Rather, if it be possible, would it be useful to discuss with some fullness the very ordinary case in which a man of average talent and attainments comes to occupy in the arena of life a place of more prominence and greater power than his forbears could command, or, what is a more weighty matter still, the case in which, occupying a place on the same rung of life's ladder, he so infuses his personality into the performance of what may be humble duties that potentialities hitherto undreamt of are disclosed, and that particular office in life demands ever after from him who fills it a higher degree of *vous* and a fuller conception of life as a whole.

To none more than to schoolmasters ought this to appeal with a peculiar interest, for it involves the question of development from the *παιδαγωγός* to the teacher of to-day. Not that the *παιδαγωγός* is extinct, even to-day (to our shame be it said), but it is manifestly true that the output of intellectual energy by the average schoolmaster of to-day is enormously greater than it would have been at any time these three hundred years.

It is remarkable how reluctant many parents are to permit their children to adopt the occupations they themselves follow. This is especially noticeable where the occupation is not a lucrative one. Families of physicians, clergymen, and barristers are not at all uncommon, and we have doubtless to thank heredity for much that is excellent in the professional world.

With the classes engaged in manual toil the case is somewhat different. Some distasteful and dangerous occupations are highly lucrative, and those engaged in them think of little save getting and spending. In Scotland many an ironworker makes £4 a week, and the writer was credibly informed that an efficient chimney-sweep can earn £1 a day. The sons of such

men naturally drift into the paternal occupation; and, while stability may result so far as the business is concerned, the chance of any alteration in the moral or intellectual *status* of the worker is diminished.

Not so with the less highly paid *confrère*, who is perhaps often out of work, and thus has periods of enforced meditation. *Res angusta* was not unknown in the Venusian household, and it is quite probable that the Burness and the Carlyle families knew the pinch of poverty. Not that we can thence evolve any practical means of philanthropic action; 'twere odd philanthropy to reduce a man to penury for the weal of his descendants. But we know that the parent who had time to meditate had thereby given to him a chance of discerning wider paths for the energies of his sons. He probably cast his eyes on some "modern instances," and came into contact with those of a more highly developed type than those among whom he habitually moved. He probably realized that there is no real barrier between class and class, and that effectiveness in this world is a question neither of birth nor of education, but rather of potentiality—to which, of course, education is often subsidiary. Some men can *do* without *knowing*: these are the geniuses. Others can *do* after *learning* how: these are the skilled workers. Others, again, *know*, but *do* not: these are the "ignavum pecus," the drones.

Leisure for meditation must lead a parent to recognize the fact that a man lives in virtue of the work he does, and the more effective the work the fuller the life. Why does purely manual labour rank so low? Simply because, in spite of Carlyle and Ruskin, no one has yet invested the so-called humbler spheres with their full birthright of potential activity. It is all, so to speak, kinetic; the man is nothing, the work everything. How different things are in the professional world!

Again, manual labour is, as a rule, a slow operation, and the labourer spends his entire day for what seems very little. In the nature of things and the present condition of machinery, this must still be so, but less so than of yore. If a census of workers were available, we should find that in Britain to-day there are not a tenth of the men engaged in purely unintelligent operations that there were fifty years ago. The tending of machinery calls for much higher intelligence than did the operations which the machinery has superseded.

It is an almost invariable rule that the length of a man's working day is in inverse proportion to the intensity of the energy expended. We honour the more on that account the labourer who lives the fuller life. The writer has the pleasure of knowing a man whose working day is devoted to the most unintellectual of spade work, but who yet is an authority on entomology. Not long ago a verger in an Irish cathedral was consulted by his bishop on a knotty point in Hebrew. Cases like these are exceptional and, it may be, irrelevant. They do show, however, that a man may earn his bread literally in the sweat of his face and yet not be in any sense deprived of the higher and fuller life that we are so dangerously apt to regard as the peculiar prerogative of the man of learning.

Recent developments in engineering have shown us how useful is the combination of mental with manual training. The best director for a gang of navvies is the man who not only can plan the constructive work, but is able at a pinch to cast his coat and give an effective demonstration lesson in purely manual toil. At the present moment a very large number of artisans try to train their sons as engineers. They have seen in the course of their day labour that possibilities of fuller life exist for those who enter into work which is gradually being more fully infused with living and intelligent interest. There is something in the mere contact with mechanism which has an elevating tendency. It is only too well known that the mechanic is a man of fuller life than the agricultural labourer. But it need not always be so. As the science of agriculture develops, those engaged in the practical art develop also. How different is the up-to-date scientific farmer of to-day from his prototype of the Early Victorian age! The advance in status has not yet reached to the meanest agricultural operative, but assuredly time will show a change. Why is a gamekeeper as a rule a more intelligent man than a ploughman? Simply because the former has constantly to set himself to the solution of varying problems in animal life. So with the shepherd, who is usually a man of some resource.

When the steam-driven plough is universal, then ploughmen will be no more. They may have been drawn into the ranks

of mechanics, or they may have found occupation as herdsmen, who will be required so long as domestic animals survive. In any case there will have been an ascent.

There is a way in which a little may be done by educational agencies. Every real teacher has recognized it, and uses it daily. It is simply to make our teaching a living testimony to the grand truth that every single thing in this world is interesting. There is no subject but can be made fascinating by the right man. The highest ideal any teacher can have is to live up to this. He will probably fail, but where he succeeds he will be doing work of incalculable value. We know that certain schools have their peculiar traditions. A man hailing from one is almost certain to be fond of classics, from another, of mathematics, from a third, of art. Why not of plain manual work? Every schoolboy knows, as Macaulay's oft-quoted urchin did not, how pleasant are the hours of school life devoted to manual work, be it in wood or iron or clay.

Thews and sinews we ever admire; sheer brute strength we constantly respect; yet the work that calls for these and nothing more we are apt to despise. Perhaps this is partly because we so seldom find it being done by men who have any claim to respect on higher grounds. Yet it is not always so; and it would be less often so if we could reach such excellence in our educational work that every boy who left school did so taking in his heart some intelligent interest, be it but in fish or fur or feather—an interest that would live and lead to deeper study and further experiment and inquiry.

There is a period when a boy seems, from the civil point of view, to be entirely a negligible quantity—viz., the period that elapses between his school-days and the time when he becomes a taxpayer. He may, it is true, continue his education, but he is not always shown why he should do so. The Church makes valiant efforts to enlist his interest, but with slight success. The wax of tapers will not stop his ears to the voice of the Siren, Sport. The State does nothing: it might do much. It might, for instance, raise the marriageable age, and allow young blood to cool and sense to come; it might pursue drastic methods and lay loafing under a ban, compelling all youths to do something definite in their evenings—it matters not greatly of what kind, provided it were done well: conscription would be better than nothing.

The lad who works his way to manhood and thinks while he works is the one whose descendants add something to the accumulated sum of human knowledge or infuse some fresh energy into the performance of some ancient task. On the other hand, the youth who passes the novitiate to manhood without aim or purpose and without work is certain, if unfortunately he perpetuate the race, to rear a family whose national worth will be either *nil* or negative. And this is true of peer as of peasant. The aristocratic "waster" may perhaps be the more calamitous to the nation through involving in his downfall those who are perhaps really useful, but the tendencies that draw the individual over the brink are precisely the same in the two cases.

If thinking men combined in reasoning out the precise course of this ascent in life, in marking the various steps, and determining to some extent the dominant influences, they would be in a position to contribute towards the solution of a problem which is neither trivial nor ephemeral. W. R.

COLONIAL AND FOREIGN NOTES.

FRANCE.

The endeavour to supplement the work of the primary school by means of classes for adults has been attended with remarkable success in France. The classes are conducted mainly by primary teachers; but others co-operate in their beneficent labours. Ministerial decrees lately issued set forth the rewards to be bestowed on those who have been most zealous in instructing adults. Among primary teachers will be distributed a hundred silver-gilt medals, each carrying a premium of 100 francs, a hundred and fifty silver medals, with a premium of 75 francs, and four hundred bronze medals, with a premium of 50 francs. For those not connected with the primary school there have been set apart twenty-five silver-gilt medals, seventy-five silver medals, and a hundred bronze medals. The rewards are to be allotted upon the nomi-

nation of the prefects and *recteurs*, a special committee being appointed to draw up the list of those selected for honour. Payment by decoration is familiar to French and German teachers. It has a certain elegance and refinement; but English primary teachers would probably choose rather to have their remuneration wholly in terms of bread.

There is a real necessity that something should be done to reinforce the work of the primary school. We believe that the general public is quite ignorant of the degree in which compulsory education has proved a failure both in France and England—a failure, that is, in respect of compulsion. The French, however, have their eyes opened from time to time by inquiries made into the state of education among the conscripts. Such an inquiry was made in 1905 in a company of a regiment recruited almost wholly in a department of North France, where the school is held in high esteem and where agriculture and industry prosper. Out of sixty-two conscripts seventeen, or 27.4 per cent., were entirely illiterate. The least bad results were obtained in practical morality. The question propounded was: "Supposing you had sent to you a foreign coin, not bad, but no longer current, what would you do with it?" One young soldier declared that he would begin by trying to pass it; a second was for converting it into a scarf-pin; most of the others decided that it would be best to sell the coin for its actual value. The problem in arithmetic was this: "The captain of a company of one hundred and eighteen men gave a litre of wine to each of them. If the wine cost 40 centimes a litre, what was his total expenditure?" Only six offered an exact and reasoned answer; twenty-three sent up a correct answer without any reasoning; ten, a wrong solution; the rest, including, of course, the illiterates, could furnish none. In civics it was asked: "What is the form of government in France? Under what circumstances was it established?" Four answered properly; thirty-two simply said "Republic," without adding particulars; three made no answer at all; four replied, "the French Government"; and one (whom we might suspect to have been jesting) laid down that the government of France was "tous les coups d'Etat assemblés!" To test knowledge of geography the recruits were called on for the situation of six well known towns. Five thought that Metz was still in France, one that it was in America; four placed Port Arthur in France, whilst five assigned it to Italy; two believed that Austerlitz was in Russia, one that it was in England, and one that it was in North America.

We give these details not to emphasize the failure of the primary school in France—similar questions to English recruits would reveal at least as a great a measure of ignorance—but to illustrate a general proposition. Compulsory education has not yet compelled all to acquire even the rudiments of learning. Let us turn, however, to another subject. A method seems to be coming into vogue for teaching the French boy the true meaning and etymology of French words by grouping them about the Latin or Greek word from which they are derived. It occurs to us that classical schools in England might find the plan useful as a reinforcement of the direct method of instruction. Let us take an example. Beginning with *palma*, the teacher points out that it yields the popular *paume* as well as the learned *palme*. Then from *paume* he traces *jeu de paume*, *jouer à la longue paume*, *empaumer* (of a ball), *empaumer quelqu'un*, *empaumer une affaire*; to *palme* he refers *palmette*, *palme*, *palmarès*, and so on. The method can be used even with those who know but little Latin and Greek. To facilitate the employment of it books have been prepared by M. Carré and published by the Librairie Armand Colin at Paris. Both have the title "Le vocabulaire français." The smaller (for the pupil) costs 2 francs; the larger (for the teacher) 4.25 francs. How the system would work in practice, we cannot say; but it has at first sight much to recommend it. And some head masters might be induced to take French more seriously when they found that it could be correlated with instruction in the classics.

GERMANY.

In our February number we touched, in connexion with the proceedings of the Naturforscherversammlung at Meran, on the movement for improved science teaching in schools. Let us put the matter as clearly as possible.

There are two principal groups of educational subjects, one consisting of language and history, the other of mathematics and natural science. Now not only in classical schools, but also in modern (or realistic) institutions, the former of these groups has hitherto received a preponderating amount of attention. It is now contended that the two groups are equally indispensable to modern culture, and should therefore be put on equal terms. Moreover, as to natural science it is urged that the development of science and the increased importance of science in our social and intellectual life have not been adequately recognized in the school. Our readers will observe with interest what is happening in Germany. Parity of right was demanded for the modern as against the ancient. This has been in great measure conceded. But even before the concession is quite complete a new cry is

raised. Realistic studies claim equality with what may be called verbal studies, be these in an ancient or in a modern field. The words of men recording their thoughts and past experience are not more useful, it is said, as instruments of education than the phenomena of Nature, observed and studied in their relations and their laws. To what degree the contention is valid it is not for us to determine, or, in this place, even to examine. We do but report an educational movement of the day, significant, it may be, of much for the future.

The aims of the reformers may be brought out, so far as the school is concerned, by means of an illustration, which will

An Illustration of its Aims.

be instructive further for the side-light that it throws on science teaching in Germany. The time-table for the *Oberrealschulen* of Baden is to be recast. We show first how the subjects relevant to the question are at present treated in the four highest classes:

	Hours a Week for			
	Mathematics.	Physics.	Chemistry.	Botany, Zoology, Anthropology.
Lower II.	7	2	2	None.
Upper II.	7	3	2 (+ 2)	None.
Lower I.	7	3	2 (+ 2)	None.
Upper I.	7	3 (Astronomy).	2 (Mineralogy and Geology).	None.

Next we give the allotment of time as recommended by the Education Committee of the *Naturforscher*. The minimum number of hours a week for natural science in each form would be seven—the same number as is now assigned to mathematics, which would lose two hours. They would be distributed thus:—

	Physics, 3 hours a week.	Chemistry and Mineralogy, 2 hours.	Biological Subjects, 2 hours.
Lower II.	Conclusion of the elementary course in Magnetism, Electricity, Acoustics, and Optics.	Introductory Course.	General study of the forms of plants and animals.
Upper II.	Mechanics and Heat.	Inorganic Chemistry, with occasional references to Mineralogy.	Summer half-year: Botany. Winter half-year: Zoology.
Lower I.	Acoustics; Optics.	Summer half-year: Inorganic Chemistry. Winter half-year: Mineralogy.	Summer half-year: Botany. Winter half-year: Zoology, Physiology, and Comparative Anatomy.
Upper I.	Magnetism; Electricity; Cosmic Mechanics.	Organic Chemistry.	Summer half year: Geology. Winter half-year: Anthropology, including Psychology.

This, be it remembered, is a time-table for science teaching as it is demanded by scientific men. It is not a time-table actually in force, and there are many slips possible between the cup of proposal and the lip of realization. It serves, however, to make plain the character of the science movement, clamorous not only that more time should be devoted to science, but also that the instruments of scientific education should be multiplied and improved.

We have been speaking of Baden. Perhaps we may here beg those who care to read—it would be impertinent of us to address those who write—about education in Germany to keep always in mind that the German Empire is not a unity for administrative purposes, and that it is almost as hard to make general statements about German schools as about English. Let us give an example. Does the German *Gymnasium* require Greek from its pupils? The answer to the question is that at least in Prussia the subject is not always obligatory. A school may follow the time-table of the *Gymnasium* to *Untersecunda* (Lower II.) inclusive, but with English as an option for Greek; then from *Obersecunda* (Upper II.) onward it may offer alternatively the course of the *Gymnasium* or that of the *Oberrealschule*. But special permission is necessary for such an organization, nor do we know that many schools have adopted it.

Greek in the Gymnasium.

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UNITED STATES.

In an article in *Science* Mr. Jas. P. Munroe pleads for closer relations between trustees and faculties; that is to say, between those who govern places of higher education and those who teach in them. We summarize his contentions as well as we can. It is a common cry that teachers, whether in colleges or schools, are underpaid; and the complaint is just. But the imperative need of American college faculties is not larger salaries: it is greater professional authority and more genuine freedom. The reason why comparatively few men of ability deliberately prepare themselves for what should be reckoned the noblest of professions is not that it condemns them to poverty, but that it dooms them to a kind of servitude. The American lawyer or physician must obey only the well established code of his profession; the American teacher, on the other hand, is often wholly at the mercy of unsympathetic laymen. American Universities have always been strongholds of intellectual freedom. But in their early days they were subordinate to the ecclesiastical or civil power. Now the hands both of Church and State have been largely withdrawn; in their place, however, have appeared the dead or living hands of donors demanding that their gifts be safeguarded by stable and practically irremovable trustees. So there are School Boards administering large funds and possessing almost absolute powers. These governing bodies consist, except in the case of strictly denominational institutions, of laymen chosen, as a rule, for their standing as financiers rather than as educators. They doubtless invest the funds at their disposal to good advantage; but they grow to be less and less in touch with the teachers over whom they exercise their despotic authority.

Again, of the teachers, especially in large institutions, the best are occupied as college presidents and heads of departments. As a consequence the teaching falls mainly into the hands of recently graduated young men, more zealous than wise, and inexperienced in the art of teaching. Education is neglected for the giving of instruction. What is required is some means of communication between those who actually teach and those who govern; so that all may co-operate in the work of education. Mr. Munroe advocates the creation in every board of trustees of a new standing committee to confer at stated and frequent intervals with a like standing committee of the faculty, selected freely by that body itself. We do not doubt that his proposal is wise. It interests us as an indication that in the United States, as in England, teachers have to complain that they are consulted too little upon the business of education. And much in the article goes to confirm our opinion that millionaires are to be feared "et dona ferentes."

The American Modern Language Association held its last annual meeting at Haverford, Pennsylvania. One of its acts was the adoption of a resolution approving the proposal to hold an international conference of experts in phonetics to consider the formation of a uniform alphabet for all languages. Great interest was shown in the subject, and the hope was expressed that some definite concrete result would be attained in the simplification of written forms.

Dr. Harper was born in 1856 at New Concord, Muskingum County, Ohio. He entered the Muskingum College at eight years of age and received the degree of A.B. there at fourteen. He had been studying Hebrew, and his graduating oration was delivered in that language. After further years of study, given to the Indo-Iranian and Semitic languages, he was made a Ph.D. When he had gained experience and fame as a teacher, he was called to Yale as Professor of the Semitic Languages, and in 1880 became Woolsey Professor of Biblical Literature in the Yale Divinity School. But his great achievement was the restoration of the defunct Chicago University, over which he presided for fourteen years. The closing days of his life were spent in a tragic and brave-hearted struggle with cancer, to which he succumbed on January 10 in the present year. It is said that he has left but a small estate behind him, he having given largely in his lifetime to the Institute of Sacred Literature. For this his memory should be the more highly honoured.

BELGIUM.

Autumn is the season in Belgium when societies meet as naturally as leaves fall. The daily press has notified the success of the important gathering at Liège, the First International Congress upon Education and the Protection of Infancy in the Family. The Congress has left behind it as a product two permanent committees—one for pedagogic science proper, the other for the study of abnormal children. The Congress international d'expansion économique mondiale, which assembled at Mons was characterized by the strong attack made in one of its sections upon the place assigned in education to classical studies. Of those who defended them many belonged to the Clerical party. Father Thibaut, S.J., went so far as to aver that "the old humanities, constituting the normal preparation for truly scientific studies, are necessary for the formation of the intellectual élite that Belgium requires." Interesting

was the statement—it will not be to all convincing—of Dr. Hausknecht, Head Master of the *Reform-Realgymnasium* at Kiel, Germany, that in his school, where the ancient authors are studied in German translations, the spirit of them was more deeply penetrated than in the ordinary *Gymnasien*. After much discussion and much railing at Greek, the Congress agreed in calling on the legislature to establish a college in which a scientific study of the mother tongue, of Latin, and of modern languages should form the chief instrument of instruction, and to leave experience to decide whether its pupils compared favourably with those brought up under the old classical system.

CEYLON.

The Report of the Director of Public Instruction for 1904 has just been received. The total number of pupils attending school in Ceylon was 246,382, an increase for the year of 8,123. An addition of ten to the Government schools and of fifty to the grant-in-aid schools is reported. So far the figures are satisfactory. But it is found difficult to get the children to attend regularly and for a sufficient period. There are a large number of them who attend school irregularly for one or two years, or perhaps only for a few months. "Such an education," says the Report, "is of no value at all, and cannot be expected to have any influence either in checking crime or promoting habits of industry. The inference seems clear that, if education is to be of any real use, in Ceylon it must be made compulsory. If this were done at the present moment, we should have over 500,000 children at school; at present we have only a little over 200,000 at schools which can be regarded as efficient. The change is one which cannot be made with a stroke of the pen; it must necessarily be spread over some years. The question how it is to be carried out was referred by Government to a Commission at the end of the year 1904."

The number of girls attending Government and aided schools during that year showed an increase. About 26 per cent. of the female population of the country get something in the way of education, the rest nothing. It does not appear that any considerable step was taken to remedy this state of affairs. But the Education Department proposes to establish more girls' schools. The mixed school, it declares, is not suited to the East, and does little good except in cases where it is, to all intents and purposes, two separate schools. Higher education is better provided for than elementary. One girl presented herself for the University Scholarship, passing a very creditable examination; twenty-five out of thirty-three girl candidates obtained certificates in the Senior Cambridge Local Examination.

DRAWING AS A METHOD OF EXPRESSION.

A CLASS of elementary-school girls (Standard VII., ages twelve to fourteen), who had studied drawing as a class subject, in accordance with the Government Code, for at least two years, were one day told to make a drawing of one of their own hands. We all know at what a very early age the juvenile studies his extremities, and it was interesting to see how far the older child was now able to give expression to these infantile contemplations. The girls were to be left quite free—absolutely unassisted and at liberty to choose either hand, either side of the hand, and any position.

The following facts were observed, from which the thoughtful may draw certain conclusions:—

Out of thirty-six girls seven elected to draw the right hand, regardless of the constant movement: three drew the hand with palm uppermost. Of the remaining twenty-nine various studies in fingers were exhibited. Two girls drew the closed fist with one finger pointing, one showing the back of the hand, the other showing a portion of the palm with fingers closed down upon it. Four girls drew a firm hand with fingers quite closed; three drew the fingers slightly apart. No less than twenty-seven showed the hand with fingers widely extended. The thumb was drawn close in to the fingers by one girl only. Even when the fingers were close the thumb in all other cases fell away widely from the fingers. Nineteen girls drew the fingers and thumb all of one and the same length. Where had been the physical training, and the training of the observation, of these children?

The same girls were also asked to draw a human face—any position, man or woman, &c.—just as they chose. Mindful of the days when a rude circle with two dots served for a human

face and four short straight lines indicated our own active and much flourished limbs, whilst a trunk was often missing, the following observations of childhood at a later stage of development afforded food for reflection:—One girl drew full face with broad grin, showing dentition of prehistoric magnitude; four drew the face looking to the right—and these were some of the worst; all the others drew left profile. Ten heads were bald; nor was it possible to distinguish the sex of the person represented. Eleven indicated masculine faces, the moustache being marvellously well developed. Seven seemed to represent girls with flowing hair, and seven indicated women's heads with a pronounced knot of hair behind.

After noticing these particulars regarding individual choice, details of anatomy were remarked. Thirteen omitted any indication of mouth, open or closed; five drew the mouth slightly opened; two showed an extraordinary drop of the lower jaw; one gave a pronounced grin (full face). Ears were altogether omitted in no less than twenty-three cases. Necks were extraordinarily slender, noses distinctly pronounced. The eye, with remote eyebrows, often filled a large portion of the available space, and was situated in the side of the face, halfway between the nose and the back of the head.

Yet a third experiment was set the girls. They were told to draw from memory any article they liked in common use in their homes. The following list gives the varied choice:—Nine chose cup and saucer; five, chair; three, table (two legs); one, cup without saucer; one, pudding basin; one, egg cup; one, tall jug; one, kitchen dresser; one, chest of drawers; one, tumbler (these two were the most successful); three were unintelligible; nine abandoned the attempt.

What knowledge of the individualities of the girls would a thoughtful teacher gather from these studies of her class?

AUGUSTA BARE.

JOTTINGS.

JUDGE BACON can never have had sons at a public school, or he would not have displayed such righteous indignation at charges for extras. Dr. Bruce-Smith, of the Ealing Grammar School, sued a parent in Judge Bacon's court to recover a term's fees for defendant's son, who had been withdrawn without notice. The fee for board and tuition was £8. 8s., and the extras amounted to £3. 1s. 11d. The proportion of the extras does seem large, but it included stationery, attendance at public baths, subscriptions for games and school clubs. Judge Bacon denounced the games subscriptions as ridiculous, and had never heard of a master charging for pens and ink. We could tell him of an eminent member of the profession who left not so long ago a considerable fortune derived in part from the sale of pens, ink, and candle-ends, and of a fashionable ladies' school where everything except English and Divinity is an extra. Apparently Judge Bacon held that cricket, racquet, and foot balls, as well as stationery and ink, should all come out of the eight guineas a term. "Sus Minervam!"

ANGLO-GERMAN AMITY.—The London Branch of the General German Language Association held its seventh anniversary meeting on February 3 at the Holborn Viaduct Hotel. Its founder and President Prof. Aloys Weiss, occupied the chair, and there was a large audience. He stated that the number of members had during the year increased from 542 to 600, half of them being English by birth or naturalization. One of the objects of the General Association was to purify and simplify the German language. The London Branch endeavoured to advance the study of German in this country; and, by extending the knowledge of German literature, it hoped to contribute towards Anglo-German friendship. Throughout these seven years its motto had been: "Loyalty to the German Fatherland and Friendship to England." Dr. Weiss referred to the recent meeting of the Anglo-German Conciliation Committee at which Lord Avebury presided, and to the important speeches of the German Ambassador, Count Metternich, at the Lyceum Club and the Junior United Service Club. A new movement had thus been inaugurated, and many manifestations of friendship had followed. Such amity would be greatly furthered if German were studied in this country to the same extent as English was in Germany. Prof. Walter Rippmann read a highly interesting paper on "Allegories of Hans Sachs."

"WHAT," asked a grave bishop, "do you mean by the three degrees of education?" Answer was made by a waggish M.P.: "Religious, irreligious, and Birrelligious."

THE REV. F. TAYLOR has resigned the office of Registrar of the Joint Agency, the resignation to take place in June next.

LORD G.: "What on earth should take Mr. Chamberlain to Oxford? There's no declining industry in Oxford to serve as his text." Mr. A. J. B.: "I suppose he will discourse on the declining industry of the undergraduates."

THE DEAN OF RIPON ON BIBLE TEACHING.—The present crisis is a case of the Sibylline books. The clericalists have twice over resisted reasonable proposals which gave a promise of a satisfactory solution. The first occasion was when, some forty years ago, it was proposed to have a conscience clause in all the schools. The violence of Archdeacon Denison prevailed; the proposal was rejected. The conscience clause came, of course, but it came too late. The second proposal (made some twenty years ago) was that of having on every Committee a certain number of members representing the public. This also was rejected, and its enforcement has come too late. We have now a third opportunity of bringing about a settlement. Let us frankly adopt it while there is time.

We have before us number 3 of *Outre Manche*, the organ of the Guilde Internationale, and we can strongly recommend it as an invaluable aid to students of French. Among the contributors are the most distinguished professors of the Sorbonne, and they give us admirable translations and notes on translations. There is a beautiful rendering of Sidney's sonnet to the Moon by M. Legouis, and a fair copy of Burke's famous passage on Marie Antoinette by M. Rancès. We have also notes of lectures on Romeo and Juliet by M. Beljame, and of translation from French into English by M. Baret. Other items of interest are an account of the Reformed Method in French Lycées, a descriptive review of "Jean Christophe," and an account of St. George's House, Vincent Square, where women workers can live in comfort for about £60 a year.

THE seventeenth annual report of the Royal Drawing Society shows a marked increase in its work and sphere of operations. Seventy additional schools have been examined, making a total of 652 schools, presenting 34,839 candidates.

DR. JAMES WARD, Professor of Mental Philosophy in the University of Cambridge, has for a second time been appointed Gifford Lecturer. He will lecture at St. Andrews in the sessions of 1906, 1907, and 1908 on "The Realm of Ends."

AT the annual conference of the Labour Representative Committee a sweeping resolution on education was carried by 817,000 votes against 76,000, including the following items:—(1) one free meal a day for all school-children, (2) all grades of education to be free and State maintained, (3) maintenance scholarships up to and at the Universities for all pupils capable of profiting by them, (4) universal secular education controlled by direct representatives of the people. Mr. Chamberlain's increment of nine millions to the revenue would be but a drop in the bucket if the Labour programme were carried out in its integrity.

SIR PHILIP MAGNUS's letter in the *Times* of February 19 fully bears out the contention of Dr. Denning's article, which was written before the letter appeared. "If," writes Sir Philip, "the proposals of the Committee are adopted, the advanced engineering schools of London would be practically amalgamated into one institution which would constitute the Engineering Faculty of the University. The students of the institution would look to the University, and to the University only, for their degrees."

KING'S COLLEGE, LONDON, WOMEN'S DEPARTMENT.—The Art School is starting a special class for girls under seventeen in drawing from the antique, still life, &c. The fee is three and a half guineas a term.

THE London Intercollegiate Scholarship Board will hold an examination for entrance scholarships, beginning on May 15. The aggregate amount of the scholarships to be awarded is £870.

THE future of the new Labour group in the House of Commons will largely depend upon the training their members have received in social and economic questions. Many of the members of the two historic parties have had the good fortune of receiving a University education followed by some experience in public work. The trade unions of the country have realized the importance of fitting their representatives for positions in public life, and have established scholarships for some of their members at Ruskin College, Oxford. This year there are no less than thirty-six students at the college, all working men, and drawn

from trade unions, and in the majority of cases their fees are paid by their unions. The Amalgamated Society of Engineers, numbering 95,000 men, have sent nine students. By taking a course of training at Ruskin College these students are not helped to rise out of the class to which they belong; for the subjects in which they receive instruction do not in any way fit them to alter their trades. Not a single working man student who has attended the college has failed to return to his trade. Another interesting feature in connexion with the college is that for the first time in the educational history of this country public funds are being used to educate working men in those social and economic problems which they are called upon to solve. The West Riding County Council has established a scholarship at Ruskin College, Oxford, to be held by a young working man from that district. The scholarship this year has been won by a miner from Pontefract who has for several years been devoting the whole of his leisure to the education of his fellow-miners in social questions.

THE Conference on the Training of Teachers convened by the University of Wales and the Central Welsh Board, which met at Shrewsbury on January 26, passed some sweeping resolutions. (1) Till the abolition of the pupil-teacher system—a much-wished-for consummation—the Local Education Authorities should have full discretion in determining how the time of pupil-teachers should be divided between primary and secondary schools. (2) The training of teachers should be regarded as a national concern, and Treasury grants should be increased to such an extent as to enable the Local Authorities to provide a four-year continuous source of instruction at a secondary school as a preliminary to professional training for intending elementary teachers. (3) That pupil-teachers should cease to be counted as effective members of any school staff. (4) That all intending teachers should be granted, as far as possible, facilities for obtaining a University degree.

"W. H." writes to us: "Mr. Herbert Paul holds a brief for the defendant in the case of *Freeman v. Froude*. I have no desire to intervene, and only wish to point out how

"One touch of nature makes the whole world kin."

Mr. Paul pleads that Froude's mistakes are, nine-tenths of them, mere misprints and slips of the pen, which none but a pedant would notice, and Mr. Paul faithfully follows his leader. In a Greek quotation of two lines there are five misprints or slips of the pen, and the most sarcastic paragraph in the *Life* ends thus: "It is fortunate that there was no temper in the case. For if there had it would have been a very bad temper indeed."

MR. ARMITAGE SMITH, Principal of the Birkbeck College, has been appointed Treasurer of the College of Preceptors, in place of Mr. Pinches, resigned.

WE grieve to learn that Miss Maitland, Principal of Somerville College, is dangerously ill.

THE following appointments are announced in the A.M.A.:—Mr. E. N. Marshall, late Head Master of Kingston-on-Thames Grammar School, Head Master of Walsall Grammar School. Mr. W. Walton, Head Master of Widnes Secondary School, Head Master of Gateshead Secondary Day School. Mr. J. B. Gaunt, Newcastle-on-Tyne Central Pupil-Teacher School, Head Master of Rutherford College, Newcastle-on-Tyne. Rev. F. H. George, The Grange, Folkestone, second master, Hurstpierpoint College. Mr. W. P. Donald, Assistant Secretary to the Dorset Education Committee, Secretary to the Barnsley Education Committee. Mr. F. Shackleton, barrister-at-law, Assistant Director of Education for Bedfordshire. Mr. J. Townsend, Bancroft's School, Woodbridge, Leeds Grammar School. Mr. W. W. Exell, Handsworth Grammar School, Head Master of Atherstone Grammar School. Mr. T. Smirk, second master at Accrington Secondary School, Head Master of Haslingden Secondary School.

TEACHERS' REGISTRATION COUNCIL.—The following important notice has been issued by order of the Council:—"The attention of the Teachers' Registration Council has been called to the fact that on July 31, 1906, the date on which Regulation 4 ceases to be operative, the results of certain final examinations for a degree and also of certain of the examinations mentioned in Appendices A, B, and C of the Teachers' Registration Regulations will not have been made known, though the examinations will have been undergone before that date. The Council have accordingly ruled that teachers whose qualification for registration is affected by the publication of the results referred to shall be permitted to make provisional application for registration before July 31, 1906. The Council will be unable to consider applications under Regulation 4, provisional or otherwise, which are not lodged at the Registration Offices on or before July 30, 1906."

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A frank recognition that times have changed must inevitably lead to a readiness to fall in with the altered conditions. The old contempt felt for modern subjects in classical schools and the Universities has exacted, and is exacting, a heavy retribution. One subject after another has encroached upon the classical preserves until at the present day mathematics, science, French, and English are regarded as almost indispensable in the wide education which should form the foundation of subsequent specialization in some particular branch of learning. The result has been a severe curtailment of the time allotted to the classics. Greek has practically disappeared from the grammar schools, and some of the large schools, even in their classical departments, have partially surrendered to popular demand and been compelled to make it an optional subject. Then Latin is no longer obligatory for London Matriculation, the Army, and other examinations. These are

ominous signs; but still those responsible for the defence of the classics fiddle while their citadel is burning. "Defence, not defiance," said Mr. Justice Henn Collins, is the motto of the Classical Association, formed, none too soon, "to impress upon public opinion the claim of classical studies to an eminent place in the national scheme of education," and, in the second place, "to improve the practice of classical teaching by free discussion of its scope and methods." Many who are actively engaged in the work of teaching look to the Classical Association for light and leading, with an earnest hope that its influence will be sufficient to introduce important changes into the public examinations, and thereby into the classical curricula of the schools. The classics are in danger of sinking deep in the rut of scholastic pedantry on account of an over-minute study of the details of form. When time has been so severely curtailed the pendulum should swing in the opposite direction, and the accuracy of detail in pure scholarship should be the luxury of the few who have the time and ability to become finished scholars: mint and anise and cummin should not be set before the average schoolboy. If the old literary studies are to be retained amid the strong competition of modern and scientific education, those interested in their retention must face the facts: a *laissez-faire* policy will only end in disaster. At present it is not too much to say that no bold effort has been made to bring the old system of teaching into line with the altered conditions of time under which the classics have to be taught. We still revolve in the vicious circle of a system inherited from the past.

Circumstances require that Latin and Greek should be discussed separately. It is assumed that the Latin language is an "excellent vehicle of linguistic instruction." Exact and rigid accuracy, lucidity in thought and expression, intellectual vigour, models and masterpieces in rhetoric, history, and poetry, liberality and breadth of view, an insight into the life of the storied past from which all that is modern has taken its rise—these are advantages which few will be found to appraise at little value. If a student of Latin at the close of his school career can feel that he has some mastery of the language, an appreciative acquaintance with Roman literature, and an intellectual grasp of Roman life and thought, then he will never regret the hours he has spent upon his task. In order to achieve this threefold object the pupil must be able to read the language with comparative ease. At present it must be confessed that the average schoolboy who spends many years studying Latin cannot read an ordinary passage in Latin at sight. Where does the responsibility for this failure lie? Partly with the teacher and the taught, but most of all with the system. The chief aim in studying modern languages is to be able to speak, to write, and to read them. In the case of Latin—once the literary language of Europe and still an intermediary between scholars—no one attempts to speak it: only the few can hope to write it, and the vast majority cannot read it. It need occasion no surprise that large numbers of men question the value of the years they have spent upon what has given them little pleasure, and, apparently, small profit, and left them destitute of either the ability or the inclination to read the classical authors again. At present, classical curricula are arranged in the interests of the able minority, and the interests of the vast majority are sacrificed. Scholarships are essential to a school's reputation, and the problem to be faced is not an easy one. Is it possible to continue to give that very thorough training to the scholar which has been the pride of English scholarship and at the same time to give a more liberal education to the boy of average ability? If only it is admitted that from the very first Latin is not to be regarded mainly as a field for mental gymnastics, but as a means of developing the literary and linguistic instinct and of affording that tinge of culture without which all education must be incomplete, then there is good reason to hope for even better results from classical teaching than have been secured in the past. The most urgent need is that students of Latin should read more Roman literature, and with more genuine appreciation.

When, then, should the study of Latin begin? Although grammatical accuracy has become a fetish, and has been regarded not so much as a means to an end, but as an end in itself, no one will be so foolish as to urge that it is needless to learn Latin grammar. We have been ground under the heel of the grammar paper too long, and multitudes are compelled to continue toiling in the treadmill when the novelty of the exercise

has worn off. The dethronement of the grammar paper would be welcomed, and, while it should not be abandoned altogether, it should certainly be relegated to a secondary position.

The necessity for learning grammar is the strongest argument for beginning Latin early in life. Grammar may be learnt accurately from tutors and text-books, or it may be "picked up" inaccurately by reading and observation. Every one would admit that one of the most solid courses in the foundation of all education is a knowledge of the forms and grammatical usages of *one* language. No better language can be chosen for this purpose than Latin. Experience teaches that Latin grammar is the delight of very young boys, because proficiency is easily attained, since the powers of memory are developed very early in life, while the reasoning powers (which need not be exercised to any considerable extent in learning rudiments of forms in language) are still latent. All that is required is a thorough revision of the "Latin Primer" and the excision of a multitude of regularities and irregularities, both in accidence and syntax, which it is quite unnecessary and useless for the ordinary boy to learn. Many very young boys know the gender and genitive of many words which they will never come across; they are taught to differentiate six uses of the accusative, eight uses of the dative, thirteen uses of the ablative, and eight uses of the genitive, while they are often absolutely ignorant of the fundamental meanings of the cases. Simplification, above all, is required, and a severe pruning of the luxuriant growth of detail and exception.

In the earliest years language, as opposed to literature, should be taught, and a foundation laid upon which to build in the future. On the whole, most boys come to the public schools well grounded in a knowledge of Latin grammar, but often quite unable to translate Latin into English or easy English sentences into Latin. At fourteen years of age, however, the time has arrived to attempt to arouse interest in the substance and meaning of literature as well as in the form of language. If this is to be done, translation should form the main part of the work, and from the first boys should learn to translate into idiomatic English, and not rest content with the bald Latinized English which, in the interests of severe accuracy, is so often made to do duty for translation. Even in the lowest forms boys take real pride and pleasure in thinking out an English equivalent if only they receive a little encouragement to do so, and thus taste and style in writing and speaking their own language receive a powerful stimulus. If the time-table allows eight hours a week to be allotted to Latin, four translation lessons should be the minimum. Two hours might be devoted to Latin prose, partly based upon the translation lessons; and many have found that, while the translation of endless disconnected sentences is a wearisome task, boys take a delight in translating a series of easy sentences strung together in a connected narrative. One hour should be given to a weekly paper in prose and translation and any points of interest that may have arisen—an admirable test of the powers of thought and expression, memory, and accuracy of the members of the class. The great value of written work in translation cannot be too strongly insisted on in the case of lower forms. The remaining hour should be given up to grammar, in which the Latin language might well be intelligently taught rather than unintelligently learnt. In the middle forms there is no need to devote a special hour to grammar, in addition to the constant refreshing of the memory of the lessons of the past usually added to the translation lessons. Perhaps it may be found possible to add another hour a week, and thus two additional hours will be gained, which may be devoted to translation—one additional prepared lesson and one unprepared—either written or taken *viva voce*. It is generally found a useful expedient to vary the written translation of unseen passages with *viva voce* translation, thus affording the master a valuable opportunity of showing boys how to translate.

The time apportioned to translation in middle forms usually admits of two books—verse and prose—being read concurrently. The common practice is to read very small portions of books with great care. These fragments are laboriously revised for examination and learnt in many cases almost by heart. The result from the point of view of marks is excellent, but this process does not enable a boy to translate Latin authors at sight, nor give him a wide acquaintance with Roman literature or life, and many a boy leaves school without an intelligent

grasp of any single author, or, in some cases, of any single book as a whole. It is reform, however, that we ask for, not revolution. No one who has been through the mill himself will underrate the value of the severe drilling in accuracy of reading, structural analysis, parsing, and the various allusions in a classical author; but, if we are to succeed in imparting taste and in training the literary faculties, something beyond drilling is required. If fragments of translation are "got up," style and expression will become efforts of memory, and individuality of thought and language is lost. It is advisable that we should combine quantity with quality, and the rapid reading of one author with severe drilling in another. One book should be read for its language, the other as literature: idiomatic English should be insisted on, and emphasis laid upon the continuity of the narrative and the personality of the author. The type of examination paper should of course be different, and a sympathetic examination in a thousand lines read in such a way without revision in class would produce more real results than the ordinary stock paper in the smaller amount "got up" in the manner prevalent at the present time. No mathematical teacher spends all his time making his pupils learn all the types and examples by heart, but enables them to use them as models. In the higher forms, greater quantities could be read, but the same plan followed, and the ultimate result would assuredly be far superior to what is now attained. There might be some loss in minute accuracy, but the gain would far outweigh the loss; for the average boy would leave school with the sense that he had really read some Latin books as literature, and not as an exercise in endless questions on grammar and construction.

The question of composition remains to be dealt with separately. In most schools there is a carefully graduated scheme of Latin prose teaching, and, if there is a general consensus of opinion that composition should be cut down, but not entirely abandoned, most people would agree that verse composition—and in our classical schools where Greek and Latin are taught to the same forms Greek prose as well as verse—should be confined to the highest forms, but that Latin prose should be retained, not because the ordinary schoolboy is likely to write excellent Latin, but because Latin prose, with its exact accuracy of form and construction, its order and arrangement, its literary finish and elegance, affords one of the finest instruments for training mental accuracy and precision in the whole field of education.

But it is not proposed to abandon Latin verse composition altogether. While the ordinary Latin prose does not rise high above the standard of idiomatic rendering of simple English into simple Latin, high-class Latin prose and all Latin verse bring into play the finest intellectual powers. It is very easy to disparage composition, and many would willingly give up a task which they find much more difficult than anything else they do. If we are to translate good English prose into good Latin prose, we must train the power of exact analysis of thought and expression, and form, above all, a skeleton of ideas. This is no easy task, and the majority find it easier to translate words than to transpose ideas; but the result of their labours is not Latin. There is no harder task than the analysis of language and ideas in a modern language and the proper clothing of these ideas in a dress of correct Latin phraseology, with due appreciation of Latin style and arrangement. It is just because it is so difficult that it is so well worth doing. But, if this be our standard of composition, it is clear that it is useless to expect success until the student has attained a wide acquaintance with Latin literature and has become imbued with the spirit and thought of ancient Rome. This is the strongest argument for confining verse composition to the highest forms, and even then only to those who, after a real trial has been made, show some aptitude and facility for an art that requires taste and delicacy of thought and expression, some power of poetical imagination, and a true appreciation of the exquisite effects of metre and language. The use that might be made in the upper and middle forms of the hours thus set free by the abandonment of verse composition—and, in the case of Greek, of prose as well as verse—will be dealt with later.

It is still usual to teach Latin on the modern side in public schools, and the question naturally arises: Should it be taught on the same lines as on the classical side?

As the time allotted to Latin is different, and the object in

learning Latin is different, the methods also should be different. The value of Latin on a modern side is purely literary and intellectual, and Latin prose should be given up. Any attempt to teach translation, grammar, and composition in five hours or less a week will end in failure. An interesting experiment was about to be tried in the school to which the writer belongs, at the time these words were written, which has now been tested by more than a term's work. Under an elastic scheme, classical and modern boys are combined in certain forms in Latin translation and English subjects, so that the same foundation of culture may be given to both. In the higher forms, while the number of Latin hours for the classical boys increases the compulsory Latin hours in which the modern boys take part gradually decrease, until the modern sixth is reached, when only two hours a week are devoted to the reading of some of the best Latin authors. Should this scheme succeed, a very valuable result will have been attained: the classical boy will still have his careful training in the additional hours allotted to classics, while the modern boy will, it is hoped, have read a sufficient number of Latin books to give him some insight into Latin literature and some facility in translating Latin at sight. Where Latin is taught in modern forms or sets apart from the classical side, a readiness to accept the doctrine that the great aim of learning Latin should be simply and solely to read the language, and not to write it, would probably lead to much better results.

To turn to the question of teaching Greek. The severance of Greek from Latin, even in classical forms, and its degradation to the position of an optional or set subject, is much to be deplored, and teachers experience considerable loss in not being able to make the Greek and Latin lessons supplement and illustrate each other. But public opinion has declared against compulsory Greek in schools in an age of fierce competition of all kinds of subjects for a place in the school curriculum. When should the learning of Greek be begun, and to whom should it be taught? The opinion is commonly expressed amongst educational authorities that the study of Greek should be postponed to the age of fifteen or sixteen; that, if boys have had a good grounding in Latin, they are able to learn the Greek accidence with greater ease, and in a few weeks, in many cases, can take part in the translation lessons of a middle-school form. It may be that they will rarely attain that accurate knowledge of Greek accidence which boys who have begun Greek very early often possess; but, assuming that to learn Greek grammar is only an aid to translation, and that Greek composition should be confined to scholars and to the "bright boys, to make them brighter," the boy who begins late will easily learn sufficient grammar to enable him to translate ordinary Greek authors. The time may come when it will be recognized that it is a much easier task to learn grammatical forms so as to recognize them with ease in their relation to other words in a Greek book than to reproduce isolated forms and phrases in a Greek grammar paper. Recognition is a very much easier process than reproduction, and at least as valuable to the ordinary student. The abolition of the grammar paper in Responsions and the Cambridge Previous Examination would remove the chief objection to "compulsory Greek" and stimulate the study of Greek on the lines herein suggested. The wonderful elasticity of the Greek language and its exquisite simplicity make it easy, and, at the same time, difficult. But the acquisition of the power to read Greek is a liberal education in itself; for the greatest masterpieces of literature are in Greek, and

Whate'er we have of beauty, half is hers.

Here, as in Latin, we want wider reading with less stress upon language and greater insistence upon the beauties of literature and the vivid realism of Greek life and thought. The rigid purists have had their day who would exclude Herodotus from a school curriculum for fear of spoiling the Greek composition, and the hitherto vicious circle is widening, and will soon include authors who may not be models of pure Attic style, but who were men of genius and whose works still live. In the lower forms six hours a week will be given to Greek, and, if Greek is still taught to young boys, it is clear that they must devote a considerable time to Greek grammar, but still the larger proportion of the time should be given to translation. A lesson once a week explaining by means of elementary philology the reasons for the various inflexions, consonantal and

vowel changes, tense and verb stems, personal terminations, &c., arouses intelligent interest in a subject which to many is very dry and difficult. If Greek composition is excluded from the fourth and fifth forms of a public school, or the corresponding sets, a considerable amount of Greek literature will have been read, and in the sixth forms the time will have arrived to begin composition—the hardest task in the learning of a dead, synthetic language.

It is clear that by such a scheme as this the sweeping reform of abandoning composition to a considerable extent would set free a certain number of hours a week, varying in different forms. These should be devoted to a wider reading of the classics, or to the study of history, geography, and English literature and composition. Our present deficiency in these subjects, in spite of considerable advance, still leaves much to be desired. Most scholars have a good knowledge of Roman and Greek history (usually regarded as an "English" subject), a very poor acquaintance with English history, the very vaguest smattering of geography, and an entire ignorance of the history of Europe; to which may often be added very little knowledge of the English classics. The general papers in history and literature in scholarship examinations have already done something to awaken interest and kindle latent enthusiasm, and, if real alternatives were allowed for candidates who do not do verses, additional stimulus would be given to what is already in many schools a young and vigorous branch of study. If only four hours a week were allotted without change or intermission, in addition to the two special hours usually devoted to history throughout the whole school to English subjects, English history, literature, geography, and composition would be constantly taught, and it is one of the worst of many bad traditions that geography should be confined to the lower forms or be learnt only at private schools. Geography taught in connexion with the main outlines of the history of each nation is one of the most interesting and fascinating studies imaginable and worthy of attention in any sixth form in the country. When we compare the teaching of English now with the condition of affairs twenty or even ten years ago there is abundant cause for thankfulness: the time will come when classical scholars will leave school with a wide outlook upon the history of the world, with a knowledge in outline of the history of antiquity, of mediæval Europe, and of the modern world, and the additional knowledge which they will have gained, even if it is purchased at the cost of a slight loss in pure scholarship, will be found of inestimable value as the nucleus of a store in a well furnished mind.

FRENCH PROFESSORS AT THE MANSION HOUSE.

THE distribution of prizes and certificates awarded at the twenty-first annual competition took place in the Egyptian Hall on February 3. The French Ambassador introduced the Committee to the Lord Mayor. Mr. S. Barlet, the President for the year, in an eloquent speech, expounded the aims of the Society, and M. Albert Barrère, Secretary of the Competition Committee, read the report. The number of competitors had this year increased to three thousand, and the oral tests had shown a marked improvement. The Rev. G. H. Rendall ascribed the present *entente cordiale* with France in part at least to the more serious study of French language and literature in schools, which in its turn was due in no small measure to the stimulus of examinations. The prizes were then distributed by the Lady Mayoress. The following are the principal awards:—Sèvres vases given by the President of the French Republic—*hors concours*, Royal Military Academy, Woolwich; vases, Clapham High School for Girls, Cheltenham College. Gold medals given by the Minister of Public Instruction—Miss T. Frank, Kennington High School; Mr. F. Ayrton, Cheltenham College. Silver medals given by L'Alliance Française—*hors concours*, the Misses M. Fowle and M. Barringham, Ladies' College, Guernsey; medals, Miss I. M. Whitechurch, Blackheath High School; Mr. A. H. Scott, Cheltenham College; Miss M. Tirard, pupil of Mlle. Paquier. Silver medal given by M. Paul Cambon—Gentleman Cadet M. Goldman Monk, Royal Military Academy, Woolwich. Silver medal given by M. Camille Barrère, French Ambassador in Rome—Gentleman Cadet A. G. Glenday, Royal Military Academy, Woolwich. Special competition medals—Miss C. Bagnall, Clapham High School; Mr. A. W. Douglas, Owen's School, Islington. *L'Entente Cordiale* (Anglo-French Society) competition for *bourses de voyage*, value £20 each—Miss M. H. Campbell, Royal Holloway College; Mr. E. W. Lynam, University College, Cork. Competition of *L'Entente Cordiale* (Anglo-French Society) for *bourses de voyage*, value £10 each—Miss M. C. Thompson, Mr. A. R. Wollrom.

A vote of thanks to the Lord Mayor, moved by the Rev. A. Chilton, concluded the proceedings.

BOOKS OF THE MONTH.

Antiquities.

The Museums and Ruins of Rome. Two vols. With Maps, Plans, and Illustrations. Walther Amelung and Heinrich Holtzinger. English Edition, revised by the Authors and Mrs. S. Arthur Strong, LLD. Duckworth & Co., 10s. net.

Classics.

The Theætetus and Philebus of Plato. Translated and explained by H. F. Carllill, M.A. Swan Sonnenschein & Co., 3s. 6d. net. [The first of a new Classical Library under the general editorship of Dr. Reich. There are helpful footnotes, and English readers who have not Jowett will welcome the volume.]

The Aeneid of Virgil. With a Translation by Charles J. Billson, M.A. Two vols. Edward Arnold, 30s. net.

Matriculation Selections from Latin Authors. A. F. Watt, M.A., and B. J. Hayes, M.A. (Second Edition). W. B. Clive, 2s. 6d.

Cicero: Pro Roscio Amerino. Edited by J. C. Nichol, M.A. Cambridge University Press, 2s. 6d.

Demosthenes against Midias. With Critical and Explanatory Notes and Appendix by Dr. W. W. Goodwin, of Harvard University. Cambridge University Press, 9s.

Xenophon: Hellenica. Text by E. C. Marchant, Notes by G. E. Underhill. Clarendon Press, 7s. 6d. net.

Lucian: Selected Writings. Edited by Dr. F. G. Allinson. Ginn & Co. 6s. 6d.

Drawing.

Longmans' Complete Drawing Course. Part I. With 54 Plates. By J. H. Morris. 5s.

English.

Barnaby Rudge (School Edition). With Introduction and Notes by A. A. Barter. A. & C. Black, 2s. 6d.

Scott: The Abbot (School Edition). With Introduction and Notes by H. Corstorphine. A. & C. Black, 2s.

Essays and How to Write Them. A. H. Forbes, M.A. Ralph Holland, & Co., 2s.

How to Read English Literature. Laurie Magnus, M.A. George Routledge & Sons, 2s. 6d.

Shakespeare: King Henry IV., Part II. Edited by J. W. B. Adams, M.A. Horace Marshall & Son, 1s.

De Quincey: The English Mail-Coach and Joan of Arc. Edited, with Introduction and Notes, by Dr. M. H. Turk. Ginn & Co., 1s.

The Child's Book of Health. Dr. A. F. Blaisdell (Revised Edition). Ginn & Co., 1s.

Selections from the Writings of Benjamin Franklin. Edited by U. Waldo Cutler. George G. Harrap & Co., 1s. 6d. net.

Pippa Passes. Robert Browning. With an Introduction by Arthur Symonds. William Heinemann, 6d. net.

The Lyrical Poems of Edgar Allan Poe. With an Introduction by Arthur Symonds. William Heinemann, 6d. net.

Asser's Life of King Alfred. Translated from the Text of Stevenson's Edition by A. S. Cook. Ginn & Co., 2s. 6d.

Browning and Dogma: Seven Lectures on Browning's Attitude towards Dogmatic Religion. Ethel M. Naish. George Bell & Sons, 4s. 6d. net.

Essays in the Making. Eustace Miles, M.A. Rivingtons, 3s. 6d.

Exercises for Parsing in Colour. Edith Hastings. Edward Arnold, 1s. 6d.

The Principles of Rhetoric. E. H. Spalding, A.B. D. C. Heath & Co., 3s. 6d.

Poetic Gems: a Selection of Good Poetry for Young Readers. W. & R. Chambers, 1s.

Edmund Burke: Speeches on American Taxation and Conciliation with America. Edited by Arthur D. Innes, M.A. Cambridge University Press, 3s.

Geography.

Philips' Model Atlas. 18 Relief and 20 Political Maps in colour, and 11 Diagrams. 6d. net.

Handwork.

Paper Sloyd: a Handbook for Primary Grades. Ednah Anne Rich. Ginn & Co., 3s. 6d.

History.

Summary of English History. N. L. Frazer, B.A. With Illustrations and Maps. A. & C. Black, 2s.

The Romance of Empire. Philip Gibbs. With Illustrations. Edward Arnold, 6s.

A Book of Golden Deeds. Part II. A Selection, Edited with Introductions, Notes, and Glossary, by Helen H. Watson. Macmillan & Co., 1s. [Miss Charlotte Yonge's well known selections fully annotated.]

Britain's Sea Story. B.C. 55 to A.D. 1805. Illustrated. Edited by E. E. Speight, B.A., and R. Morton Nance. Holder & Stoughton, 2s. 6d. net.

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Inaugural Lecture on The Study of History. Charles Oman, M.A. *Clarendon Press*, 1s. net.

The Political History of England, in twelve vols. Edited by William Hunt, D.Litt., and Reginald L. Poole, M.A. Vol. I. From the Earliest Times to the Norman Conquest. Thomas Hodgkin, D.C.L., Litt.D. *Longmans*, 7s. 6d. net.

History of England. In three Parts. Part I, B.C. 55-A.D. 1485. By George Carter. Relfe, 2s.

Greece, from the Coming of the Hellenes to A.D. 14. By E. S. Shuckburgh. Fisher Unwin, 5s.

[This volume of the "Story of the Nations" deals mainly with the political, literary, and artistic achievements of the Greeks, touching lightly on military history.]

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England under the Normans and Angevins, 1066-1272. By H. W. C. Davis. Methuen, 10s. 6d. net.

Our Island Story: A Child's History of England. By H. E. Marshall. With thirty coloured pictures by A. G. Forrest. Jack, 7s. 6d. net.

Logic.

Logic, Deductive and Inductive. Carveth Read, M.A. Third Edition, Revised and Enlarged. *Alexander Moring*, 6s. [Errata have been corrected and an appendix of questions added.]

Mathematics.

Clive's Arithmetics for Scheme B. Edited by Dr. Wm. Briggs. Standards I. to III., 2d. each; Standards IV. to VII., 3d. each.

The Theory of Determinants in the Historical Order of Development (Second Edition). Dr. Thomas Muir, F.R.S. *Macmillan & Co.*, 17s. net. [The Superintendent-General of Education in Cape Colony traces the history of determinants from Leibnitz to Sylvester in two parts, general and special.]

On the Development of Mathematical Thought during the Nineteenth Century. John Theodore Merz. *W. Blackwood & Sons*.

Original Exercises in Plane and Solid Geometry. Levi L. Conant, Ph.D. *American Book Company*.

Cambridge Tracts in Mathematics and Mathematical Physics. Edited by J. G. Leatham, M.A., and E. T. Whittaker, M.A., F.R.S. No. 2.—The Integration of Functions of a Single Variable. G. H. Hardy, M.A. *Cambridge University Press*, 2s. 6d. net.

Elementary Geometry, Books VI. and VII. W. M. Baker, M.A., and A. A. Bourne, M.A. *George Bell & Sons*, 1s. 6d.

Mathematical Drawing Instruments and Materials. A. G. Thornton. *P. Marshall & Co.*, 3s. 6d. net.

Annals of Mathematics. Vol. VII., No. 2. *Longmans*, 2s. net.

A Shilling Arithmetic—with Answers, 1s. 6d. S. L. Loney, M.A., and L. W. Grenville, M.A. *Macmillan & Co.*

Lectures on the Theory of Functions of Real Variables. Vol. I. James Pierpont. *Ginn & Co.*, 20s. net.

A Course in Mathematical Analysis. By Edouard Goursat. Translated by Earle Raymond Hedrick. *Ginn & Co.*, 16s.

Elements of Descriptive Geometry. Dr. O. E. Randall. *Ginn & Co.*, 8s. 6d.

Key to Exercises in Book-keeping down to Date. Andrew Munro. *Effingham Wilson*.

Modern Languages.

Wessely's French-English and English-French Dictionary. Re-written, improved, and greatly enlarged by Edward Latham. *George Routledge & Sons*, 3s.

Grammaire Française. E. Renault. *Edward Arnold*, 4s. 6d.

Graduated French Unseens. Compiled and Edited by Victor Oger. In 4 parts, 8d. each. *Edward Arnold*.

Phonetics of the New High German Language. Arwid Johansson, M.A. *Palmer, Howe, & Co.* (Manchester), 3s.

Marchand d'Allumettes, par A. Gennevraye. Edited by Cloudesley Brereton. 2s. Key to Appendices, 2s. 6d. net. Word- and Phrase-book, 6d. *Macmillan & Co.*

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A Course in Vertebrate Zoology. Dr. H. S. Pratt. *Ginn & Co.*, 7s.

A Nature Reader for Senior Students. Edited by the Hon. Sir John Cockburn and E. E. Speight, B.A. *Hodder & Stoughton*, 2s. net.

Pedagogics.

Ethics. Dr. C. W. Saleeby. *T. C. & E. C. Jack*, 1s.

Course of Study in the Eight Grades. In 2 vols. Charles A. McMurry, Ph.D. 6s. 6d. net. [An attempt to lay down reasoned curricula for the common schools of America by a recognized authority.]

A New Interpretation of Herbart's Psychology and Educational Theory, through the Philosophy of Leibniz. Dr. John Davidson. *William Blackwood & Sons*, 5s. net.

On Professional Education, with special reference to Medicine. Dr. T. C. Allbutt, F.R.S. *Macmillan & Co.*, 2s. net.

Das höhere Schulwesen der Staaten Europas. Dr. Ewald Horn. *Trowitzsch & Sohn* (Berlin), 6m.

Periodical Publications.

The Cambridge Yearbook and Directory, 1906. *Swan Sonnenschein & Co.*, 5s. net.

The Public Schools Yearbook: with a General List of Preparatory Schools. *Swan Sonnenschein & Co.*, 2s. 6d. net.

Science and Natural History.

Experimental Electrochemistry. Dr. N. M. Hopkins. 130 Illustrations. *Archibald Constable & Co.*, 12s. net.

Conversations on Chemistry. Part II. W. Ostwald. Authorized Translation by Stuart K. Turnbull. *Chapman & Hall*, 8s. 6d. net.

Chemistry of the Proteids. Gustav Mann, M.D., B.Sc. *Macmillan & Co.*, 15s. net. [Based on Prof. Otto Cohnheim's "Chemie der Eiweisskörper," but essentially an original work.]

The Elements of Geology. W. H. Norton. *Ginn & Co.*, 6s. 6d.

Chemical Analysis, Qualitative and Quantitative. Dr. W. Briggs and Dr. R. W. Stewart. *W. B. Clive*.

Our School Out-of-doors: a Nature Book for Young People. The Hon. M. C. Leigh. *T. Fisher Unwin*, 2s.

In Field and Pasture. Maude B. Dutton. *American Book Co.*, 35 cents. [A child's book prettily illustrated.]

The Founders of Geology. Sir Archibald Geikie, F.R.S. (Second Edition). *Macmillan & Co.*, 10s. net. [The lectures delivered before the Johns Hopkins University in 1896, recast and greatly enlarged. A fascinating chapter in the history of science.]

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

Two entrance scholarships are offered for competition in June, 1906.

(1) The Clift-Courtauld in arts, tenable for three years, of the value of £31. 10s. for the first year, and £28. 7s. for the second and third years. (2) The Pfeiffer in science, tenable for three years, of the annual value of £48. Candidates must have matriculated before taking up the scholarship, and must not already be students in the College. There is no age limit. The examinations for these scholarships begin on Wednesday, June 27, and last two days for arts and three days for science. Full particulars can be obtained on application to the Principal. Forms of entry must be returned filled up not later than June 12.

Two Deccan Scholarships of the value of £22. 10s. for one year, and one scholarship of the value of £20 for one year are offered for the course of secondary training beginning in October, 1906. The scholarships will be awarded to the best candidates holding a degree or equivalent in Arts or Science. Applications should reach the Head of the Training Department not later than July 2, 1906.

OXFORD.

The chief event of the last month in Oxford was the death (on February 11) of the Rev. T. H. Grose, of Queen's College, Registrar of the University. He was probably quite unknown even by name to that mysterious entity called "the general public." He wrote no books (except that he was associated with Prof. Green in his edition of Hume); he took little part in public affairs; he appeared on no platforms, engaged in no newspaper controversy, attended no congresses; yet it may be doubted if since Jowett's death any loss in recent years has called forth more genuine and widespread regret. He gave his whole life and energies to the service of Oxford. The remarkable tributes which have appeared in the *Oxford Magazine* show that, besides all that is implied in his thirty-five years' devotion to his college—where he was the unforgetting friend of each generation—and his eighteen years' work (as member and Registrar) on the Hebdomadal Council, where his help in drafting and supporting many important statutes was often invaluable, he found time to give indefatigable and effective aid for many years to such diverse bodies as the Union Society, the Women's Education Association, and recently to the County Education Committee. Those who knew him best speak of him as a man of unbounded generosity, with a genius for friendship. And the extraordinary gathering at his funeral is well described by a colleague of over twenty years' standing as "a fitting tribute to one of the kindest of hearts, the truest of friends, and the most unselfish of lives."

An interesting analysis of the results of the General Election, as it concerns Oxford men, has been published in the *Magazine*, showing that 210 were candidates, of whom 104 were successful (61 Liberals, 43 Unionists). Of the candidates more than a quarter (56) were from Balliol and 45 from Christ Church. There are 17 Oxford men in the

Ministry, and 8 in the Cabinet, namely, the Lord Chancellor, the First Lord of the Admiralty, the Home, Foreign, Colonial, Indian, and Irish Secretaries, and the Chancellor of the Exchequer. It may be added that among the new members are eleven former Presidents of the Union, including Mr. Bryce and Mr. Asquith; while four Presidents (including Mr. Brodrick) were defeated.

The only measure brought before the University that has attracted general attention and interest was a Statute promulgated on February 13 intended to deal with what is known as the "Summer Term difficulty." The difficulty is, briefly, this: that, as the "Eights" races occur in the middle of the term, and Commemoration just after the end, and as both increasingly attract visitors, practically the last half of the term is "a running fire of continuous gaieties," which disorganizes the normal life and work of the University as a whole. Attention has been further drawn from another side to this fact, already evident enough to all residents and even visitors, by careful statistics of attendance at lectures, collected by Mr. E. J. Palmer (late Senior Proctor) from the college and University lecturers for the past two years. These clearly showed the steady decline of attendance after the beginning of the races. The measure proposed to Congregation was practically to facilitate the postponement of the "Eights" by fixing the "Schools," i.e., the regular summer examinations, earlier in the term. By this means the two festivities would be brought close together at the end, and a much larger part of the term would be set free from distractions. On various grounds, expressed and unexpressed, which it would be useless to enumerate, the Statute was thrown out by 139 to 76. It is, however, clear both from the discussion at the time and afterwards that the evil which it was proposed thus to remedy was not denied to be a great and growing one, and it is not at all likely that the matter will be left where it is. One suggestion, referred to in the debate, and further dwelt on in subsequent discussion, is the proposal to transfer all the examinations to the first weeks of the Vacation. This would, perhaps, be unpopular with examiners, but it would certainly keep a longer time in the term for regular work, and would not interfere with the present arrangement whereby the "Eights" precede the "Schools."

Everybody in Oxford, and many outside Oxford, will have been glad to see that the nomination of Mr. Mackail for the Professorship of Poetry was not contested. By the absence of any competitor, Mr. Mackail may be said to have been unanimously elected to the post: and his first lecture, entitled "The Progress of Poesy," will be delivered on Saturday, March 10, at 4 p.m. We anticipate that there will be an unexampled incursion of Oxford "week-enders" on that date.

Some interest is naturally felt in the election of a University Registrar to succeed Mr. Grose. The Registrar has very important duties—to attend all meetings of Council, Congregation, and Convocation; to keep all the records thereof; to prepare all the business for the meetings of the three bodies, and to draft all statutes and decrees; to conduct all correspondence (under direction of the Vice-Chancellor) with public bodies; and to give information in answer to inquiries on matters relating to the University. It must be remembered too not only that Council alone can initiate legislation, but also that the Registrar is the only permanent member of Council. The Vice-Chancellor is elected for four years, the Proctors for one, and the members for three: and, though the latter are re-eligible, they frequently either retire or are not re-elected. It is obvious what powers and opportunities a strong man in such a position may possess. He may be not only a centre of information to the constantly shifting Council, but also a channel of communication with outside bodies, and a focus of suggestion towards meeting the constantly new needs of the University. It is much to be hoped that the authorities will realize the need—never greater than it is to-day—to seek for a man who should combine the essential business talents with insight into present or imminent needs, and a wide outlook on the movements and developments in the field of education.

There is an abundance of criticism at the present moment directed towards English higher education generally which is naturally of much interest to many of us in Oxford. What with "Kappa's" republished articles, Canon Barnett's discussion of our wasted resources in the *Tribune*, and the *Westminster's* new "Lambda" series of papers on Oxford, we have plenty of material for reflection and discussion. It is impossible to enter on these large subjects here: but it may be said that, as far as can be seen at present, there is little or none of the old desire in Oxford to shirk the issues or suppress suggestion or criticism, though there may be a feeling that the real difficulties in the way of reform are as yet not fully brought out, and that more time will be required before the forces and obstacles can be really estimated, the true lines of improvement indicated, and the best policy be formulated. Meanwhile, the humbler efforts at specific reform of "Moderations" (Class and Pass) are steadily proceeding. There is nothing as yet definitely proposed. But it may be said generally that the aims are to make the examinations more interesting and more educational; and that there is something like an agreement on the general methods of change to be adopted.

The Rev. W. Tuckwell, better known in some quarters fifteen or twenty years ago as "the Radical Parson," has been giving in the *Magazine* a series of further extracts from what must be the most remarkable collection of Oxford stories now existing in memory or

manuscript. Mr. Tuckwell was the son of a distinguished Oxford doctor, and his acquaintance with Oxford notabilities dates from over sixty years ago. In a place like Oxford there is nothing so entertaining as well selected anecdotes of old-time worthies and eccentrics. When the series is finished they will, we hope, be collected in a volume.

Dr. Drummond, Principal of Manchester College, has resigned; and, as was generally expected, Mr. Estlin Carpenter (well known as a scholar and student, and editor, translator, and author of many learned theological works) has been appointed his successor.

The recently appointed Delegacy for Instruction of Candidates for Army Commissions has issued the annual report. In the four terms covered by the report 53 candidates entered: 5 have been gazetted, 3 have received probationary commissions, 1 died, 6 withdrew after registration, and 38 remain on the books of the Delegacy. Certain financial difficulties were at first encountered, but, by a rearrangement of fees, these have been adjusted.

The deaths have occurred of the following:—Sir M. E. Grant Duff; Mr. G. Parker, Senior Assistant of the Bodleian; Rev. E. Frewen Moor (Oriel), Vicar of Ampfield.

CAMBRIDGE.

Since I wrote my last letter the election to the Greek Chair has taken place. The prelections excited a good deal of interest. Dr. Jackson's was an *apologia* for his long devotion to Plato. Dr. Verrall, Prof. Ridgeway, and Dr. Headlam all lectured on Aeschylus. Dr. Verrall raised an interesting point—several, in fact—as to the vote or votes of Athena in the "Eumenides": How far did the poet wish the audience to suppose that he believed the decision of a popular tribunal authoritative in a question so delicate and intricate as the tragedy of Orestes? Prof. Ridgeway, by a route as characteristic of himself, reached the conclusion that Aeschylus has been credited with far too much Toryism; he was really a Progressive alike in his social and religious opinions. Dr. Headlam's prelection was a revelation, which fairly astonished many of his hearers, of the beauty of Greek poetry. Dr. Adam took a passage from a dirge of Pindar, and lectured on the idea of the Divine origin and kinship of the human soul in Greek literature—a masterly piece of exposition, of great human interest.

When all the prelections were over, the Council of the Senate, who had heard them all with unflinching attention (rumour casts doubt on their *enjoyment*), met and made their election. As was expected, they elected Dr. Jackson. It is generally recognized that Dr. Jackson has served the University long and well, and that he has taught Greek long and well—and therein lies the one doubt as to the wisdom of his selection. His years of work have been long, and they lie behind him. Reference to the *Triplos* lists in the *Calendar* will at once reveal his approximate age. He was Third Classic in the year when Jebb was Senior. Our Professor of Latin is over eighty years of age, and has done very little classical teaching for many years. Is it well that both our very little professors, in the present position of classical learning, should be men advanced in years? Of course, this is Cambridge, and the bulk of the teaching will remain where it always has been, in the hands of the college lecturers. It is an interesting coincidence that just at this time the University should receive a legacy, and a very considerable one, to be devoted to the advancement of classical learning.

The change in our representation in Parliament, at which I hinted in my last letter, is not to be. The "greatness," which, rumour said, might be "thrust upon us," is going elsewhere. Scandal says a 1,500 majority was not safe, but rumour replies that that is absurd, and that there was another reason, probably valid.

Dr. Perowne, long Master of Corpus, has died, and an eloquent obituary notice has appeared in the *Review* from the pen of Mr. C. W. Moule, brother of the Bishop of Durham. The undergraduates of the college did a rather curious thing in organizing a *plebiscite* to determine whom they would like as the new Master. It is a remarkable fact, however, that their choice anticipated that of the Fellows, and fell on Colonel Caldwell. Colonel Caldwell is perhaps the first Master of colonial birth and training whom Cambridge has had; for he was born in Barbados, and educated in a small Canadian college in Winnipeg.

Another Canadian college, Bishop's College, Lennoxville, is contributing a Hulsean Lecturer to us in the person of the Rev. J. P. Whitney, once its principal.

We are being well lectured this term. Dr. Inge is giving a course on Religion, which is being well attended by men of various types of thought, and Dr. Savage a course on "Pastoral Theology." Mr. Hogarth lectured, on February 20, on "Geographical Conditions affecting Population in the East Mediterranean Lands." Dr. Haddon has lectured on an anthropological subject. (By the way, he is making an interesting collection of the native children's toys of all the world.) M. Bérard is coming over from Paris to lecture the Classical Society (in French) on "Les Origines de l'Odyssée."

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MANCHESTER.

Education Committee. At the monthly meeting of the Manchester Education Committee held on February 19 a practically unanimous vote was given in favour of the renewal of the grants in aid to various institutions engaged in the work of secondary education. A resolution calling for an increased grant from Government was defeated, as ill-timed at the present moment. The grants in aid referred to above amount, in the aggregate, to £5,870, and include £4,000 to the University and £600 to the Grammar School. It was pointed out that the work done by the University in the training of elementary teachers was beyond what was done in that way by any other provincial college. In supporting the vote for the Grammar School, the Dean of Manchester, who was recently appointed Chairman of the Governors, stated that he did not think the Manchester Grammar School ever stood higher in its long history than under its present distinguished High Master. The school was rising in numbers, and he thought the citizens of Manchester would not be long in discovering what a distinguished High Master they had in Mr. Paton. The unanimity of the Committee in renewing the secondary education grants in aid has since been warmly commended in the public press. By the adoption of the slip system in place of duplicate registers the Committee hope to improve the attendance at the elementary schools.

The proposals to erect two colleges for the training of teachers have both fallen through for the present. The Committee are at present spending about £530,000 on education, of which £230,000 comes from the Government.

The question of taking over the Whalley Range High School for Girls has been deferred till the education proposals of the Government are made known.

The Committee are considering the details of a scheme of instruction in motor car driving. On the recommendations of the Inspectors a number of alterations are being made in the equipment of the Municipal Secondary School. The minimum salaries have been raised in the case of both men and women teachers in the elementary schools.

Education Department of the University. During February a series of conferences on Art Teaching in Schools has been arranged on successive Saturday mornings. An exhibition of illustrative material, and of work done in a number of local schools formed an interesting feature of the conferences, which were addressed by the Head of the Municipal School of Art, by Mr. T. C. Horsfall, and by Miss Barbara Foxley, M.A. On Saturday mornings in March Mr. Paton will speak upon "Problems in the Teaching and Training of Older Scholars."

Appointments. Prof. Young has been appointed Pro-Vice-Chancellor. Dr. C. H. Lees, Assistant Director of the Physics Laboratory and Lecturer in Physics, has been appointed Professor of Physics at the East London College. Dr. J. Walker Hall, Lecturer and Demonstrator in Pathology, has been appointed Pathologist and Director of the Clinical Laboratories at the Royal Infirmary, Bristol. Mr. Wm. Mair, M.A., M.B., B.Sc., has been appointed Demonstrator in Pathology. Other appointments notified are those of Mr. J. Cameron, D.Sc., M.D., and Mr. C. M. Craig, M.B., Ch.B., as Demonstrators in Anatomy; Mr. Gilbert Norwood as Senior Assistant Lecturer in Classics; Dr. F. W. Gamble as Assistant Director of the Zoological Laboratories; and Prof. Findlay as representative of the University on the General Organizing Committee of the second International Congress on School Hygiene. This Congress is to meet in London in August, 1907.

The University Classical Society has given a successful costume performance of scenes from the "Rudens" of Plautus. The audience were supplied with programmes containing the Latin text and an excellent translation by members of the society.

Girton and Newnham Students. On February 6 the annual meeting of former students of Girton and Newnham was held in Manchester. The guests of the evening were Miss B. A. Clough and Mrs. Bidder, and Miss C. Herford presided. A silent toast was drunk to the memory of Mrs. C. P. Scott, and reference was made to the success of her exertions in favour of the admission of women to the University of Manchester.

Girls' High Schools. At the Manchester High School for Girls special addresses have been delivered by Miss Hilda Oakeley, M.A., Warden of the Women's Hall of Residence, and by Mr. Charles Rowley.

The Pendleton High School for Girls is now quite full, the number being over one hundred and fifty.

School Games. At the meeting of the Froebel and Child-Study Association, held on February 12, when Miss C. Herford and Mr. S. W. Meek spoke on the subject of "School Games," it was unanimously resolved that "no scheme of education for boys and girls can be satisfactory which does not make adequate provision for all to take part in organized games." Mr. Paton, who presided, spoke strongly in favour of the motion.

Among recent honours that have fallen to Old Boys of the Grammar School may be mentioned the appointment of Mr. E. T. Whittaker, M.A., F.R.S., Fellow and Lecturer of Trinity College, Cambridge, to be Astronomer-Royal for Ireland, in succession to Sir Robert Ball. Mr. Whittaker was Second Wrangler and First Smith's prizeman of his year, and Secretary of the Royal Astronomical Society. The Governors of the School have decided to reserve a number of free places at the School for the sons of members of both the tutorial and the clerical staff of the School.

Public Libraries. The result of a recent decision on the part of the Salford Libraries Authorities to remove the restriction as to age limit has resulted in an addition to the number of new readers under fourteen of no less than 1,739.

Rise in Salaries. The meeting of the Lancashire Education Committee was largely occupied with questions of finance. Sir Henry Hibbert, who presided, reported that the cost of teachers' salaries had increased from £335,000 to £366,500. The estimates were adopted.

WALES.

Conference on Training. The recent Conference on Training held at Shrewsbury was evidently in the mood to effect, if possible, a "root and branch" reform of the pupil-teacher system, and so, with great unanimity, several resolutions of a somewhat revolutionary nature and of considerable scope were adopted. The experience gained by the Local Authorities in the administration of the Education Acts of 1902-3 has evidently convinced them that the present methods of training pupil-teachers are radically wrong in principle and that the system, as a whole, is of a "makeshift" character. At the outset it was clear that there was a fairly unanimous opinion that the total abolition of the system at an early date is desirable in the best interests of the school and of the teachers themselves. Recognizing, however, that some time must elapse before this can be effected, the Conference proceeded to define some of the modifications in the Regulations of the Board of Education which it considered necessary. The half-time system was described as thoroughly unsatisfactory, being both wasteful and futile. It involved a serious dislocation of the secondary-school time-table without conferring a proportionate benefit on the pupil-teachers themselves. There appears to be no doubt that the Conference, as a whole, inclined strongly to the view that pupil-teachers should be recruited mainly from those who had received a thorough secondary training, and that their professional training must be completely separated from their literary training.

In Cardiganshire an attempt is being made to induce the Board of Education to accept a scheme based on the above principles, but so far without success. Now, in order to bring about these reforms, it is evident that Local Authorities must be prepared to spend considerably more money on education—especially in the rural districts—or the supply of teachers must fall lamentably short of the demand. Greater financial inducements must be provided. As, however, the education rate in many districts is as high as circumstances warrant, the Conference resolved to ask the Treasury for an increased grant to the Local Authorities for the purposes of training. It is not likely, however, that Wales will receive any preferential treatment in this respect. Another resolution in favour of the proposed Welsh National Council of Education was carried unanimously, though the feeling was fairly general that the clauses dealing with finance and representation required careful reconsideration. There is no doubt that in their present form they are very unsatisfactory and unworkable.

Grants to University Colleges. The three University colleges of the University of Wales intend to make an application to the Chancellor of the Exchequer for an increase in the Treasury grants. A joint committee, representing the three institutions, proposes to lay before the Welsh Parliamentary party a full statement of the reasons why the present grant of £4,000 per annum should be substantially increased. Among other reasons it is pointed out that the three Welsh colleges did not participate in the additional grant of £100,000 paid to English University colleges during the past three years, and that, in spite of the growth of the colleges, and the consequent increase in expenditure, there has been no addition to the grant originally fixed, viz., £4,000 per annum. With the present number of students (1,400), and the low fee of £10 per annum, the colleges find much difficulty in meeting the necessary expenditure; so that their future development must depend very largely upon the success of this application to the Treasury.

Lord Kenyon, the President of the University College of North Wales, has announced that the Chancellor of the Exchequer has provided in the next Estimates for a sum of £20,000 towards the building fund. As, however, another £140,000 is required before the buildings can be completed, there still remains for the wealthy magnates of North Wales a grand chance of proving the reality of their interest in educational progress. The middle classes and the artisans appear to be contributing towards the fund on a fairly liberal scale.

A correspondent of the *Manchester Guardian* has been dealing out some rather severe criticism on the present regulations of the C.W.B. for the award of its Honours Certificate. And many head masters will, undoubtedly, agree with his main conclusions that the work is much too specialized in character to suit the requirements of the majority of our schools. They contend that a certificate on a wider basis will be of much greater value to the pupils, and, moreover, that it is not a sound educational principle for any examining body to encourage by its examinations, even at the highest stages, the study of not more than two subjects. It is true that the Board has succeeded in maintaining a very high standard in its Honours Certificates—a standard which is distinctly higher than that required for the Inter. Arts or Science of the University—but yet there is room for doubt whether the pupils would not have derived far more benefit from the systematic and thorough study of more subjects, say three or four.

The present regulations suit to perfection those boys who are preparing for scholarships at the older Universities, and for this reason some schools are disinclined to interfere with them. The great majority, however, of the hundred and fifty boys and girls who gain these certificates proceed to the provincial colleges, where high specialization—at all events at the beginning of their career—does not pay. Some modification of the present regulations appears to be inevitable—though the C.W.B. must exercise great care before it sanctions any change, as the award of County Exhibitions is made on the result of the Certificate Examination.

Cardiff College.

The last Court of Governors seems to have spent some time in discussing the desirability of altering the Charter, so as to allow assistant masters and mistresses to be represented. It is doubtful whether there is a very keen desire on the part of the masters or mistresses for such representation, as the chief functions of the Court appear to consist of passing votes of congratulation and selecting representatives on public bodies, &c. The Council absorbs practically all the power, while the Court is restricted to registering its decrees.

Principal Griffiths made an excellent speech at the Monmouthshire and South Wales Colliery Examiners' Association, on behalf of a Welsh school of mining. He secured the unanimous support of all present to his scheme for the establishment of a strong mining department at the College. It is certainly a grave defect in our system that such a school is not already in existence.

Mr. J. G. Davies (Neath), Miss Dobell (Pontypool), and Mr. Rhys Morgan (Pontypridd) were elected to represent the Head Masters of the Intermediate Schools on the Court of the University. The present method of election adopted by the University is very unsatisfactory, and very few head masters appear to take any interest in it. Candidates are sometimes elected when only some half-a-dozen votes are recorded in their favour; so that some more rational method should assuredly be devised.

Post Vacant.

Mr. J. S. O. Tombs, M.A., Head Master of Haverfordwest Grammar School, has resigned his post on his appointment to a mastership at Durham School. Haverfordwest is one of the few old schools that were brought under the jurisdiction of the Central Welsh Board by the Welsh Intermediate Education Act of 1899. The somewhat extraordinary condition inserted in the advertisement for the new Head Master, that none but graduates of Oxford and Cambridge need apply, is evidently due to the desire of the Governors to maintain, as far as possible, its ancient traditions.

The University College of North Wales, Bangor, is one of the three colleges where the Surveyors' Institution Scholarships can be held. The holders of these scholarships, which are of the annual value of £50, must take their degree on the Agricultural side.

SCOTLAND.

The draft Regulations for the Training of Teachers, which were submitted by the Education Department to the new Provincial Councils some months ago, and which were at first regarded as private and confidential, were made public by the Department on February 2, and they have since been subjected to a considerable amount of criticism from School Boards and associations of teachers. Much of the criticism unfortunately has been hasty and ill-informed; but the Edinburgh and Glasgow Provincial Committees have recently published the results of their careful examination of the regulations, and the careless critics are now less prominent. The chief point of controversy is the proposed abolition of the pupil-teacher, whose place is to be taken by the "junior student," i.e., a boy or girl who intends to become a teacher, and who is aided by allowances to take a course of secondary school instruction in preparation for the Intermediate or the Leaving Certificate. The junior student is still to have a limited amount of guidance and practice in teaching, but is not to be employed as a member of the school staff. The junior student is to be mainly a pupil—the purpose of any teaching he does is merely that his capacity for becoming a teacher may be tested. The examinations for entrance to the training colleges are to be abolished,

their place being taken by the Intermediate and Leaving Certificate Examinations.

The inevitable outcry that the new system will mean an increase of rates in order to provide certificated teachers for the work at present done by pupil-teachers has been met by the official announcement that "out of a total of 2,882 schools under the management of School Boards, there are at present only 176 in which the staff would be inadequate if pupil-teachers were not reckoned." The regulations, in short, recognize the existing state of things, and the change they make will consist mainly in liberating the pupil-teacher from serious over-work, which hinders his mental and physical growth, and from the evil effects of beginning to teach at too early an age. It was contended by some of the hasty critics that the new regulations would put the children of working-class parents at a disadvantage; but this also has been shown by the Department to be erroneous.

In other respects the regulations should ensure a considerable advance in the status and attainments of teachers. Practically all the side-doors into the profession are to be closed. The ex-pupil-teacher goes with the pupil-teacher. Provision is also made for the training and certification of secondary teachers and of teachers of special subjects, such as art, agriculture, commerce, domestic economy, physical training, manual work, &c. It is proposed that secondary teachers shall, as a rule, be Honours graduates in the special subjects for which they are certificated; but the regulations on this matter have at present been withdrawn by the Department in order that they may be recast. As to the requirement of an Honours degree, there is a good deal of difference of opinion, and there is a general feeling that part, at least, of the work of secondary education may safely be entrusted to a qualified ordinary graduate. But discussion on this point has been deferred until the recast regulations of the Department have been published. The Edinburgh and Glasgow Provincial Committees have made various suggestions for amendment of the regulations in matters of detail, but the result of their deliberations has been, on the whole, the approval of the Department's proposals as forming an admirably constructed system, which gives promise of a wise and salutary revolution in the education of Scottish teachers.

[We regret that our Irish news reached us too late for publication, and part of Scotland had to be held over.]

SCHOOLS.

BEDFORD GRAMMAR SCHOOL.—H. V. Hoey gained an exhibition at Hertford College, Oxford, and was subsequently elected to a John Watson Scholarship at Brasenose College. C. H. Bristow has won an open scholarship at Christ College, Cambridge. He was also offered an exhibition at Wadham College, Oxford. In the examination for entrance into Sandhurst the following were successful:—H. S. Moberly, D. A. Davison, W. D. Vyvyan, L. V. S. Blacker, R. Carter. At the same time S. Atkinson, E. G. Anderson, P. L. Beaver, candidates for Woolwich, qualified for Sandhurst, but declined to accept appointment. In the "Schools of the Empire" Shooting Match our representatives came out third on the list. Of the eighty-two schools which took part in the competition twenty belong to South Africa, eight to New Zealand, one to Canada, nine to Australia, and forty-four to Great Britain. Our Debating Society has declined to assert "that too much importance is attached to athletics at the present day in England," but thinks "that the present system of free education provided by the Government is detrimental to the best interests of the country."

ETON COLLEGE.—In the autumn examinations at Oxford Butler secured an All Souls Fellowship and Swinbank a Craven Scholarship; at Balliol Shaw-Stewart gained a classical scholarship—thus securing for Eton a scholarship at Balliol for the fourth successive year—Huxley a Science Scholarship, and the Hon. C. A. Lister and Liffan exhibitions respectively in classics and history. Other successes included a science scholarship at Trinity, a classical scholarship at University, and a history demyship at Magdalen. At Cambridge Selwyn won the Porson Prize and Bell Scholarship, and Scholfield the Powis Medal; at King's Richmond obtained a fellowship, and Bland and Mozley classical scholarships; at Trinity Carter gained a mathematical exhibition. Eton has lost the last of its Dames in Miss Evans. Her house had been in the hands of her family since 1839, and Miss Evans had administered it since 1871. The house was the most famous at Eton, and of the Old Boys no less than five were at one time in Mr. Balfour's Administration, and eighty-two served in the South African War. Mr. Ramsay will succeed to the building, and Mr. M. D. Hill will take most of the boys now belonging to the house. Mr. Carrington has succeeded Mr. Butler as a classical master.

PORTSMOUTH HIGH SCHOOL.—Eva Wallace has obtained the Higher Certificate of the National Froebel Union. We have this term welcomed Miss Steele, M.A., who has been appointed Head Mistress in the place of Miss Adamson, who resigned last term. The prize distribution, which was postponed until the arrival of Miss Steele, took place at the Portsmouth Town Hall on Friday, February 16. The prizes were distributed by Lady Settle, and the chairman was Mr. Tatton, a member of the Council.

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RUGBY SCHOOL.—R. L. G. Butler, of Trinity College, Cambridge, has this term taken the place of the Rev. F. S. S. Williams, who left at Christmas on his appointment to the Head Mastership of Eastbourne College. It was resolved last term that all boys entering the school after the summer of 1905 should undergo a training in military drill and rifle shooting. A scheme was accordingly drawn up by Mr. Hawkesworth, the energetic captain of the Rifle Corps, which is now in full operation. Besides past and present officers of the Rifle Corps, several other members of the staff have volunteered their assistance. The results at present are most satisfactory. As an encouragement we were honoured by a visit from Lord Roberts on the 16th inst., who not only reviewed the Corps, but delivered an address to the whole school on the necessity of military training—an address which was received with unbounded enthusiasm by all who heard it.

STEPNEY AND BOW FOUNDATION, COBORN SCHOOL FOR GIRLS, Bow, E.—At the Cambridge University Local Examination, K. Jacobs passed in Senior Honours, First Class, with distinction in French. There were two Second and four Third Classes and nine Passes. In the Junior there were two Second Classes and ten Passes.

TONBRIDGE SCHOOL.—The following honours have been gained since the last list was printed in our columns:—W. R. S. Hunt, Queen's College, Oxford, Second Class *Lit. Hum.*; H. J. W. Tillyard, British School of Archaeology, research studentship; A. E. Kitchin, open classical exhibition, St. John's College, Oxford, £60; R. C. De Morgan, open classical scholarship, St. John's College, Oxford, £80; E. Sharpe, mathematical scholarship (Rustat), Jesus College, Cambridge, £40; J. W. Dew, open natural science scholarship, Clare College, Cambridge, £40; F. W. Watkyn-Thomas, open natural science exhibition, Trinity College, Cambridge, £40; A. M. Zamora, open natural science exhibition, Christ's College, Cambridge, £30; A. M. Pearkes, open modern languages exhibition, Caius College, Cambridge, £30; H. S. Bigg-Wither, open natural science exhibition, Corpus Christi College, Cambridge; A. E. H. Killick, Woolwich Entrance Examination; R. A. Poland, Sandhurst Entrance Examination; M. B. Fisher, British Institute Art Scholarship. During the football season all the matches against schools have been won.

WINCHESTER COLLEGE.—The Debating Society refused to welcome the recent decision of the constituencies by 45 to 7, and approved of closer relations with France by 19 to 5. We have to deplore the death of Mr. E. H. Buckland, after a long illness borne with great patience and fortitude. He died on February 10. Mr. G. H. Blese succeeds to his house.

PRIZE COMPETITIONS.

The Prizes for Translation from Claudian are awarded—Verse, to "C. S.," Prose, to "Phosphor"; for Translation from Gruppe—Verse, to "Fidelio," Prose, to "Martine."

The Winner of the Translation Prize for January is Miss Agnes H. Stephenson, 83 St. George's Square, S.W.

*Ipsa Roma die, nec adhuc ostenditur auctor,
Personant venisse duces laetisque Quirites
Vixibus auspiciis certi plausere triumphi,
Muneri Stilichone suo. Quis gaudia vero
Principis amplexus alacres, quis disserat aulae?
Pulveris ambiguum nubem speculamur ab altis
Turribus incerti, socios apporet an hostes
Ille globus: mentem suspensa silentia librant.
Donec pulvere sub turbine sideris instar
Emicuit Stilichonis apex et cognita fulsit
Canities. Gavisa repens per moenia clamor
Tollitur, "Ipse venit!" Portas secunda per omnes
Turba salutatis effunditur obvia signis.
Non iam dilectus miseri, nec, falce per agros
Deposita, iaculum vibrans ignobile messor;
Nec temptat clipeum proiectis sumere rastris,
Bellona ridente Ceres humilisque novorum
Seditio clamosa ducum: sed vera inventus,
Verus ductor adest, et vivida Martis imago.*

By "C. S."

And on that day, though none may say from whence the rumour spread,

In Rome rang out a joyous shout that he had come, their head—
With blithesome voice, Quirinus' sons their triumph's presage claim,
For still they know their sure defence in Stilicho's proud name.

Ah! who may tell the greetings glad among the courtly band,
And swift embraces of their lord while hand was clasped in hand?
Spied from a lofty tower afar a cloud of dust arose,
Still as we gazed the doubt was there: "Which veils it—friends or foes?"

Each tongue was still, for each man's mind was weighing hopes and fears,

When, issuing like a star amid the whirling mist, appears
The helm of Stilicho and locks whose snow proclaimed his years.
Along the walls they cry; "He comes!" and through the gates
Amain

The host to meet, the flags to greet, pours forth an eager train:
No scanty gathering this, not here with sickle cast aside
A reaper crowd with useless spear hath joined the martial tide,
Nor here the rustic from his plough assumes the unwonted shield,
A laughing-stock for War's proud Queen—drift of the harvest field;
No shout of 'prentice chief or din of clamorous peasant strife,
But heart of youth, and leader true, and war's majestic life.

By the PRIZE EDITOR.

That very day through Rome (who brought the news
None knows) a rumour ran: "The General comes!"
And, with a shout of glad acclaim, all Rome
Welcomed the sign of victory assured,
Strong in the strength of their own Stilicho.
How prince and courtiers, wildly jubilant,
Fell on each other's necks what tongue can tell?
We from the ramparts watched the cloud of dust,
Doubting its import—was it friend or foe,
This serried troop? We held our breath in poise,
Till from the dark tornado, like a star,
Shone out the crest and then the good grey head
Of Stilicho. All knew it and upraised
A universal shout: "He comes, he comes!"
Straight through the city gates, their terrors past,
To meet and greet the standards, streamed the crowd.
No wretched conscripts these, or rustics forced
To drop the scythe and trail a bloodless pike;
Nor does the Queen of Cornfields leave her share
To don a buckler, while Bellona jeers;
No ragged regiment clamorous to proclaim
The last pretender: here are warriors true
As is their chief, a true-born son of Mars.

We classify the verse translations of Claudian as follows:—

First Class.—E. H. O., Senex, C. S., Yew, Eicarg.

Second Class.—Stilicho, Bluebell, Otac, Iudex, E. S. B., Nephest, H. M. W.

Third Class.—K. O. T., Dido, Jaculum, Dionyma, H. W. F., Ilex.

Fourth Class.—Claudius, R. A., Caius, V. T., Mona, North London, Valentia, Io.

The Claudian presented some difficulties of interpretation, and, however well rendered, it is impossible to conceal the fact that the true poetic touch of the opening lines tails off into somewhat forced rhetoric. In the fifth line we should prefer to transpose the comma from *alacres* to *principis*. Honorius exults; the courtiers fall into each other's arms. *Aper* must mean either "helmet" or "crest," not "head." It is strange that no one adopted or referred to Tennyson's imitation, "the good grey head which all men knew." *Salutatis*: the tense is irregular, but there is no need to emend; they go to meet the standards and have greeted them. *Ignobile* is proleptic: it will shed no blood in the hands of these conscript rustics. *Humilis* is awkwardly tacked on to *Ceres*: these are neither an awkward squad of agriculturists nor base-born mutineers. We incline to connect *clamosa* with *ducum*: "clamouring for new leaders of revolution"; but we can give no parallel use. *Martis imago* probably refers to the whole scene, not to Stilicho alone.

Next to the prize winner came "Yew," "E. H. O.," "Senex," "Eicarg." There were 78 prose versions.

Es weicht die Nacht und überm Hügel
Glimmt roter Schein am Himmelssaum,
Noch birgt der Vogel unterm Flügel
Sein träumend Haupt im weichen Flaum.

Nur leise schallen helie Stimmen,
Die bald verhallen überm See,
Im Kloster seh' ich Kerzen glimmen,
Und Nonnen gehn durch zarten Schnee.

Ein stiller Zug von wenig Schwestern:
Es stirbt das Nonnenkloster aus;
Davon verschied die jüngste gestern,
Man senkt sie in des Grabes Haus.

(Continued on page 202.)

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Darauf ein still Gebet der Frauen,
Doch keine heisse Träne rinnt,
Kein Schluchzen tönt und ist zu schauen
Kein trostberaubter Mann, kein Kind.

Es fallen leichte Flocken nieder,
Und nichts ist von dem Grab zu sehn,
Und weit und breit ist Stille wieder,
Und Tag wird's als ob nichts geschehn.

By "G. E. D."

A FUNERAL.

Night's near its ending. O'er yon hill
The sky's low verge grows faintly red ;
But 'neath a downy pinion still
Nestles in dreams the wild bird's head.

Yet, hark, a requiem sweet and clear,
Sighing and dying o'er the lake !
Lights glimmer dim in cloisters near,
Nuns through the snow a pathway make.

An Order lapsing to decay
Those few hushed Sisters yonder show :
Yestreen their youngest passed away,
And now in earth they lay her low.

In silent prayer they bow the head,
Not theirs are tears or sobbings wild :
Refusing to be comforted,
No widower kneels there, wails no child.

No more I see the dark grave-side,
So thick, so fast, descend the flakes :
The silence deepens far and wide ;
Day, as if nought had happened, breaks.

By "FIDELIO."

Night's darkness pales, and, rosy gleaming,
Dawn peeps above yon distant hill ;
Each little bird, with head yet dreaming
Beneath its wing, is silent still.

A silv'ry chant, erewhile ascending,
Sinks on the water, faint and low ;
The convent tapers light are lending
Where nuns move o'er the drifted snow.

A silent train, of 'minished number
(The convent life ebbs slow away),
They lay there, in her deep last slumber,
Their youngest, Death took yesterday.

In silent prayer their heads are bending ;
But no hot tears are falling there :
No orphan's cry the air is rending ;
No husband sobs in deep despair.

Fresh snow, the grave's lone site effacing,
Falls soft, 'mid silence far and near ;
Day breaks, the long night's gloom replacing,
Nor reck's of aught Night witnessed here.

By Prof. SKEAT. (*Not for competition.*)

Night wanes, and o'er the hill is gliding,
On heav'n's far verge, a radiance red ;
Still 'neath her wing the bird is hiding
In soft white down her dreaming head.

Clear high-toned voices, rising lightly,
Float o'er the lake, with dying sound ;
The convent-tapers glimmer brightly,
Nuns' foot-tracks print the snow-soft ground.

A train of sisters, few, sad-hearted,
Whose sisterhood is waning fast ;
The youngest yesterday departed,
They bear her to her home at last.

They pray in silent adoration,
No hot tear from the eyelid steals,
Nor sobs express such desolation
As lovelorn child or husband feels.

A few white flakes the skies are shedding ;
The new-made grave no more is seen ;
Deep silence far and wide is spreading ;
Day comes, as though no loss had been.

(Continued on page 204.)

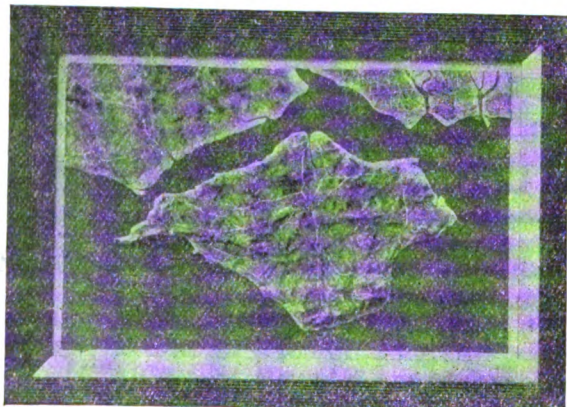
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(Continued on page 206.)

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will, we are sure, agree with us that his fourth stanza is comparatively weak.

We have not attempted to classify the prose versions, of which 156 were received. Half of these had no actual mistake, and the prize was determined mainly by considerations of prose rhythm. Contrast, for instance, "as if nothing had happened," the usual rendering, with "as if no change had been." *Der See* and *die See* were not seldom confused, and the force of the prefix in *verhallen* missed.

A Prize of Two Guineas is offered for the best translation of the following extract from Sainte-Beuve:—

Mais ce qu'il faut dire et faire observer, c'est que La Bruyère était d'une génération plus jeune que celle des purs écrivains du XVII^e siècle; venu le dernier, il avait à renchérir un peu à sa manière, à s'efforcer. Il le faisait en écrivant; il le montrait aussi dans sa personne; il avait des saillies, des fougues et comme des poussées d'agrément qui passaient la limite. Ces gens de goût de la génération précédente le remarquaient et se le disaient entre eux. Tout est dans l'ordre. Règle générale: nous remarquons de prime abord les défauts de ceux qui entrent dans la vie et dans la carrière après nous; les qualités, quand nous les reconnaissons, ne viennent qu'en second lieu.

Heureux homme, après tout, que La Bruyère! Son talent regarde deux siècles; sa figure appartient à tous les deux; il termine l'un: on dirait qu'il commence et introduit l'autre. Bossuet l'a tout d'abord pris par la main et patronné; Despréaux l'a accepté, sauf une légère réserve; Racine l'a tout à fait accueilli: et, en même temps, il précède Montesquieu; il l'annonce et le présage pour ses "Lettres persanes," il reste son maître en ce genre. Tout ce qu'il y a d'esprits piquants dans le XVIII^e siècle semble tenir et relever de lui; tous ces hommes de lettres et à la fois gens du monde, qui régissent la société, qui dans les tous-les-jours ont le mot vif, mordant, ironique, le propos plaisant et amer, semblent avoir trempé la pointe de leurs traits dans l'écrivoire de La Bruyère. Et il a ce singulier bonheur encore que, quand le XVIII^e siècle est passé et qu'on en parle comme d'une ancienne mode, quand le XVII^e siècle lui-même est exposé de toutes parts aux attaques, aux irrévérences et aux incrudulités des écoles nouvelles, lui, La Bruyère, comme par miracle, y est seul respecté; seul, tout entier debout, on l'épargne, que dis-je? on le lit, on l'étudie, on l'admire; on le loue précisément à cause de cette manière un peu marquée et appliquée, qui faisait question en son temps, qui semblait trop forte, qui n'est que suffisante aujourd'hui: il en demeure le premier modèle. Fénelon—tout

Fénelon—a pâli et s'est effacé: lui, il subsiste, il brille comme au premier jour. Le temps n'a rien ôté à sa solide et vigoureuse peinture. La curiosité, comme au lendemain de 1688, s'acharne à ses demi-obscuretés et à ses mystères. L'artiste n'a pas cessé de le révérer. Il est le premier nom en tête de la liste des nouveaux venus, des plus modernes et des plus hardis, de ceux qui prétendent bouleverser les rangs et changer les choses. Il est le classique de tout le monde. Allons! cet effort de La Bruyère ne l'a pas si mal servi: il est trois fois couronné du succès.

An Extra Prize of Half-a-Guinea is offered for the best solution of the following problem:—

Find, without the aid of algebra, the area of the triangle *ABC*.

$$AB = 25,$$

$$AC = 26,$$

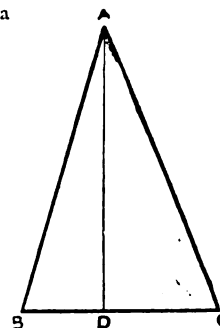
$$BD = x,$$

$$DC = x + 3,$$

$$AD \text{ is perpendicular to } BC.$$

Propound a similar problem.

Solutions, addressed "PROBLEM," The Journal of Education, 3 Broadway, Ludgate Hill, E.C., must be received by March 16.



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A KINDLY ARITHMETIC MASTER.

By JAMES R. WOODLOVE.

ONE day, as I was walking through an unassuming street in the western part of London, not far from the Great Wheel, I noticed a pile of dilapidated books outside the shop of a general dealer. Looking through them expectantly, I found, and purchased for the modest sum of 3d., a treatise on arithmetic which promised me possible entertainment. Putting the volume in my pocket, for it happened that a fine rain was falling, I made my way back to my lodging in Bloomsbury, and proceeded to investigate my purchase.

Its value and interest, after a careful perusal, promised far to exceed my not very sanguine hopes. Vivid pictures were called up of the methods of instruction of long ago; some hints of the school life of the day; and, above all, some suggestions of the kindly relations existing between the writer and the young ladies whom he taught. It seems that my colleagues—for I, too, am a schoolmaster—might find amusement, and perhaps something more, in running through the pages with me.

First, reader, let me give you in full the title. It runs: "Arithmetical Questions, on a new plan, intended to answer the double purpose of Arithmetical Instruction and Miscellaneous Information. Designed for the use of Young Ladies." My edition is the eleventh and was published in 1832; but internal evidence shows that the original edition appeared in 1795, and was compiled by William Butler, a visiting master in schools for young ladies. The book, on its first appearance, was cordially welcomed by the reviews, Miss Edgworth, among others, speaking of it with approval; and notices of later editions are no less complimentary. Many extracts from papers of the time are given, which indicate that this work was looked upon as epoch-making. On the death of the gifted author the copyright was purchased by his son-in-law, Thomas Bourn, who edits the edition before me.

Although the year 1795 is the date of the first edition, it must be noted that manuscript copies had been already in existence for several years, and several generations of young ladies had copied the information supplied. Indeed, the principal reason for publication is found in the fact that the task of copying proved too laborious for the young ladies. So we may gather that some time prior to 1795 a widespread dissatisfaction was felt at the arid methods of teaching arithmetic that were then in vogue. "The dryness and dullness of books of arithmetic in general," says one of the quoted reviews, "have disgusted many with the study." William Butler attempts a remedy by connecting the sums with scientific information or with historical incidents.

His object is frankly stated to be the acquisition of knowledge. To each fact he appends an arithmetical problem; and to each problem a paragraph of history, geography, or science is prefixed. Our author's ingenuity in correlating his lessons in writing, history, geography, and arithmetic is truly remarkable. I cannot but be reminded of Mr. Squeers: "W-i-n-d-e-r; now go and clean it."

I pause to emphasize the deduction that a hundred years ago methods of teaching were viewed with grave distrust not only by teachers, but also by writers in the reviews. Mr. Butler's aim is to increase the interest of the young ladies in their studies; to economize time, as so many subjects are pressing for inclusion in the curriculum; and to prevent the unintelligent learning by heart of unexplained information. I almost think the position can be paralleled in more modern times.

I next notice, with some joy, that our author recognized how greatly the success of his book depended upon the governess who adopted it. He knows that some teachers are indifferent—and with these, he admits, nothing can be done; but others, "possessing more animation and zeal," will be grateful for his help in providing information of all kinds to enliven the arithmetic lesson.

His object goes beyond the mere improvement of this lesson. "When the scholars are assembled in classes to repeat their tables (which [he says] I shall take for granted is always once a week)" the zealous teacher will take the opportunity of "promoting general emulation and disseminating the desired knowledge" by asking questions from the examination papers at the end of the volume. And, further, "in the best regulated seminaries,"

he continues, "vacant hours occur, many of which will often be wasted in the perusal of pernicious, or at best frivolous, novels." His book will lead the young ladies to occupy their leisure by seeking information on the shelves of the school library.

But here, before I go on to show our author's method in fuller detail, I must break off to admit the intrusion of two contingent issues. First, on the subject of novel reading. Let me remind you, reader, that Mr. Butler was an old man at the beginning of the last century. A quotation in a footnote informs us that "the frivolity of the age affords very shameful encouragement to a species of literary composition called a novel . . . worked up in such a form as to corrupt the minds of young women and to enable old ones to murder that time of which they have so little remaining." The note goes on to say that novel reading causes serious injury to health by stimulating the emotions in such a way as to affect prejudicially the organs of the body; and quotes a physician "of the first eminence" as saying that "music and novels have done more to produce the sickly countenances and nervous habits of our highly educated females than any other causes that can be assigned." Shades of Jane Austen! What would our author say, were he alive to witness the activity of the writers of fiction of to-day, and what would he think of the modern, highly educated lady student?

My second aside refers to school libraries. William Butler hopes that his book will often stimulate a young lady to seek fuller knowledge. Now, as the governess cannot always be present to answer inquiries, he would have in every school a library for the use of the scholars. He thinks that no parent would object to paying 10s. 6d. a year for this purpose, and with such a sum in prospect the governess need not hesitate to purchase a choice selection of books in the certainty of being able to recoup her outlay from the subscriptions. Mr. Headlam's reports, *passim*, and many other writers, re-echo these sentiments. Yet school libraries are far more common than they were a hundred years ago. I do not want to imply that we have made no progress since Mr. Butler wrote; but I am constantly made to realize, as I turn over the pages of his book, that some of the "burning questions" of to-day were well alight at the end of the eighteenth century.

Well, to go back to Mr. Butler's method, the young lady will read—I open the book at random—an account of the Battle of Agincourt, enlivened by quotations from Shakespeare. She will previously have written in her copy book the phrase "Agincourt, 1415," and, with the knowledge so acquired, will proceed by means of an exercise in the science of subtraction to discover how long ago the battle was fought. She may then turn to the examination questions at the end of the book and try if she can answer them from the information given. Perhaps she can do so; but, during the process of considering this historical event, her curiosity has been aroused, and in her next vacant hour, instead of reading "a romance taken from the manners of the times"—to wit, a novel—she will take down from the shelves the school history and the school atlas, and, if she is of an especially inquiring disposition, will, perhaps, read the play of "Henry V." Thus, she will have correlated her lessons in history, geography, writing, and arithmetic. Do not understand me to say that our author uses this weird word "correlate." He is quite innocent of it; but the system must remind you, reader, of some modern essays in correlation.

Mr. Butler's industry is most praiseworthy and his knowledge marvellously varied and as accurate as research could make it. For 437 pages he discourses on every conceivable subject. Among the paragraphs he intersperses 619 sums, carefully graded and arranged to cover every arithmetical process that he deems necessary for the counting-house or to enable the highly educated female to exert a proper influence on the males. Let us take another example of his wonderful method. Paragraph No. 232, under the heading of "Compound Multiplication," gives quite a little sermon on the evil of playing cards. The young lady is informed that "cards are little pieces of fine, thin pasteboard." Then follows the history of the subject so far as it can be ascertained. But you are warned that it does not really matter who invented the odious things, and a number of prose and verse writers are invoked to prove the evils attendant on card playing. "What are 684 packs of cards worth at 3s. 3d. per pack?—Ans.: £111. 3s." is the last sentence of the section. Then the governess will turn to the examination questions and ask: "In what number of the

Rambler does Dr. Johnson condemn these pestilential time wasters?" Of course, the young lady will take an early opportunity of learning all she can about Dr. Johnson and the *Rambler*.

Nowhere in the book do we get any attempt to explain scientifically the properties of numbers, though we find the word "science" often enough. The introduction is full of quaint arguments to show the antiquity of numbers, *e.g.*: "When Rebecca was sent away to Isaac her relations wished that she might be the mother of thousands of millions; and, if they had been totally unacquainted with the rule of multiplication, it is impossible to conceive that they could have formed such a wish." At bottom Mr. Butler's work is an effort to make arithmetical sums interesting by connecting them with some concrete piece of information. This recalls the breakfast-table problems that are now served up by the Press. His genuine desire to be helpful to his young ladies cannot be doubted. All through he speaks of them with gentle affection and with an amiable feeling that they enjoy his teaching and are as anxious to gain as much learning as possible. He gives many instances of learned females who have proved their value to the world. He is not always successful in making difficulties clear, nor can he avoid the use of terms needing much explanation. For instance, on the subject of money, he says: "Coin differs from money as the species from the genus." And: "A coin is a piece of metal converted into money by the impression of certain marks or figures thereon." But he shies at explaining money.

Incidentally, we get from the sums much interesting information of the times, so far as sums may be trusted to give it. I notice that the word *groat* (= fourpence) survives—at any rate, in the money table, if not in actual use. "A common silver watch" costs nearly £5. On a house at Worcester, rented at £24, the tenant pays £13. 3s. 10d. in rates and taxes, distributed as follows:—Poor rate, £3. 10s.; water, £1. 4s.; Church rate, 5s.; window and house tax, £6. 16s. 4d.; Easter offerings, 10s. 6d.; the watch, 18s. Butcher's meat costs 11d. a pound. As a typical question, showing the ingenuity of our author's methods, I should like you to notice this: "To as many guineas as the Israelites wandered years in the desert add as many half-crowns as there are provinces in Spain." Interesting extracts could be continued without end; and I would not sell my book for many times the humble coppers that I gave for it. One more quotation, and I have done. This time we are dealing with boys. Many of the reviewers think that the book would be equally useful in boys' schools; and, our humble-minded author, though writing for girls, is "fully sensible with Dr. Knox that, as a regular course of history would too much interfere with other parts of learning in the academies of young gentlemen, some of the time of recreation must be allotted to the attainment of that invaluable acquisition." For these recreative hours his book may serve.

Well, reader, do you, as I have done, find an interest in realizing that a hundred years ago a visiting master—writing-master, he was called—in young ladies' schools was confronted with and had thought upon the same problems that you and I are now called upon to face; and that he dealt with them gently, affectionately, and conscientiously, sparing himself no trouble in searching for information to make his book more interesting to the young? His method was to wrap the powder in jam; your method is perhaps to cultivate a liking for the powder.

REVIEWS AND MINOR NOTICES.

Coin Types: their Origin and Development. By GEORGE MACDONALD, M.A., LL.D. (J. Maclehose & Sons.)

A Greek coin of the best period is an object lesson in beauty—beauty of form, of design, of skilful craft, of exquisite line. It is a revelation in little of the proper artistic excellence of the Greek creative mind, its sculpturesque attitude, its love of balance and proportion, of exact adaptation of materials to harmonious effect, of space adequately and rhythmically filled. These are not qualities that appeal consciously to the minds of the young, whose sense of beauty is perhaps dormant, perhaps nascent; usually undeveloped. But the Greek coin is more than a thing of beauty: it is a fact, a piece of Greek history; it is a fragment of Greek life, touching our own life in one of

its most familiar aspects; it can be handled, grasped, literally and mentally; it readily comes home to every one's experience. And, if those who teach Greek classics desire to enliven and illustrate their lessons by some visible object that at once arouses curiosity about real life in the past and is in itself wholly admirable and worthy of study for its own sake, he cannot do better than choose a Greek coin. But many teachers have not had or found the opportunity for archaeological study. To them, and to all libraries of classical schools, we would heartily recommend Dr. Macdonald's book. With this and a few others, such as Prof. Gardner's "Types of Greek Coins" and the British Museum "Coins of the Ancients," with Head's "Historia Numorum" for general reference, and a few well selected electrotypes, a classical teacher may make himself fairly master, for illustrative purposes, of a fascinating study. He certainly will gain for himself a new insight into the Greek mind and fancy. He will be able to bring many a literary allusion into contact with visible ancient life, and in the process stimulate many an awakening artistic consciousness.

Dr. Macdonald has written a book at once generally useful and stimulating to fresh inquiry. Being a reprint of lectures addressed to a general audience, it covers a great deal of ground without being either minutely technical or superficially discursive. Inspired by his subject, the author has observed due proportion and adequately filled the space which he marks out for treatment.

But the book has a further claim. It is a study in scientific method, a lesson in evolution, and on that ground alone will abundantly interest many minds not specially susceptible of artistic influences. It is a story of growth, of development, culmination, degeneration and manifold regeneration, of adaptations and survivals. Each type becomes of interest, not only as an individual, but as a "link among the days." The author seeks to show us the history of coin types, how they began, how they grew, what influences modified them. In following this line of study he has reached some conclusions which are new, and to an archaeologist this will be the most suggestive part of the book. It has hitherto been almost universally assumed that the coin types of the Greeks were, in their origin, religious. It is expressly so stated and argued in Prof. Gardner's "Types," a beautiful book which all classical school libraries ought to possess. That the types of the finest period of Greek art were religious in character is obvious upon the face of the coins. Look through one of the plates of "The Coins of the Ancients"—say Plate 21—and we see, almost universally, the head of a divinity upon the obverse, and frequently upon the reverse some symbol or mythological legend of that divinity. The study of coins becomes a study of Greek religion—not literary, Attic religion, but popular, local cults. But the religious character of the earlier coins is not nearly so obvious. What was the precise religious significance of Metapontum's ear of corn, the shield of the Boeotian, the tunny of Cyzicus? It is here that Dr. Macdonald's analysis is most novel and illuminating. All students of Greek coins are familiar with the distinction between the main type and the minor emblem, or adjunct, called the symbol. It is agreed that the symbol is the private mark of the moneyer or magistrate responsible for the issue—sometimes his name is added—and that this symbol is a copy of the device upon his signet, his personal badge, his "crest," as we should say in modern heraldic language. Now, Dr. Macdonald argues that, whatever be the origin of the symbol, the same explanation must hold for the type. The type must be the badge, "crest," or "arms," the *παράσημον* of the city. Of course, this badge may have been, and obviously often was, itself religious in origin. The Athenians chose the owl as their city device because the owl was the sacred bird of their patroness Athena. But the point he makes is this: that the type was not, any more than the symbol, necessarily religious. It may have been chosen for other reasons—as indicative, for example, of the commercial relations of the town; it may have been an allusion to the town's name—a *type parlant*, or "canting badge." Whatever its origin, it was a shorthand expression for the city issuing the coin; an easily recognized mark serving as a guarantee for the issue, so that men might know "whose image and superscription" it bore. Very curious in this aspect are the early coins of Thessaly, exhibiting a man wrestling with a bull. This type has been supposed—as by Prof. Gardner—to have a religious reference, to Hercules, perhaps, or Jason. But Dr. Macdonald

shows from literary record that bull-taming was a popular sport in Thessaly, and supposes that the type was chosen for that reason. So a horseman may indicate prowess in cavalry, a chariot success in races, a trireme in regattas.

The general conclusion is that the type, like the symbol, was heraldic in origin, and was used before and after the invention of coinage upon the city's seal, or graven upon public monuments. To the further question—upon what principle were the types chosen—Dr. Macdonald replies by enumerating four governing motives: the decorative, the imitative, the commemorative, the religious. Of these the last was much the strongest and most permanent, and, ultimately, it overcame and superseded other influences. From the fourth century the religious character of coin types becomes universal; the *παρασημον*, or city badge, either disappears or is transferred to the reverse of the coin, or appears only as an adjunct, like the magistrate's symbol.

All this is worked out with great ingenuity and wealth of illustration and closely reasoned argument. The theory strikes us as illuminating: it certainly will provoke discussion and inquiry among Greek numismatists. We think that Dr. Macdonald may fairly plead that his theory accounts for the facts better than any other which has been put forward.

The remaining part of the book follows more conventional lines, but these are laid down clearly, with judicious selection from the mass of material available. From the time of Alexander we trace the process of evolution from the head of the divinity to that of the deified monarch, and thence to the portrait-type pure and simple. Some of these *diadochi* portraits are "speaking" likenesses, and there is nothing quite like them for grandly artistic realism till we come to the portrait medallions of Italian art. It is a pity that the subjects were often so unworthy of such immortalization. Next we follow the introduction of historical and topical motives; and the author thence passes to Rome, showing the effect of Greek models, the reaction upon Greek coinage of the practical, unimaginative temper of the Roman, and the gradual supersession of local mintages. We are taken rapidly through the Imperial period to the time when Christian influences begin to make themselves felt. We are shown how the earliest coins of the new Western world were first purely imitative; how heraldry came into play as a new motive; till in the time of the English Henry VII. revived portraiture takes up another link with the past:

Sic alid ex alio nunquam desistet oriri.

We have to make one small criticism—of the arrangement of the illustrative plates. They are placed at intervals through the book. References in the text are made to the number of the plates, but we have to turn to the beginning to discover the page at which the plates are bound. It would be convenient either to add the page to the reference to the plate, or to place all the plates together at the end of the book.

As reference has been made to Prof. Percy Gardner's "Types of Greek Coins," with which the present book may seem to invite comparison, it may be said that the two books supplement each other. Prof. Gardner deals with Greek coins only, with a greater wealth of illustration, a fuller discussion of each period and its individual coins, and more frequent reference to the sister art of statuary. Dr. Macdonald is more preoccupied with the history of coin types as a whole and the establishment of the continuity of tradition and evolution. He has produced a most interesting and stimulating book.

A History of England. In Six Vols. Vol. II.: *England under the Normans and Angevins.* By H. W. C. DAVIS, Fellow and Tutor of Balliol College, Oxford. (Methuen.)

An author who has to cover over two hundred years of English history in a single volume must find that one of his chief difficulties is to decide what he shall relate and what pass by. Mr. Davis has generally decided this question wisely: he devotes little space to the doings of our Norman and Angevin Kings in France, and so is enabled to treat English affairs at more length. He should, however, have said something of the Welsh expedition of 1231, especially because it had an evident connexion with the disgrace of Hubert de Burgh. His book is written in correct and sober English, but his narrative is lacking in picturesque description. The frequent occurrence of over-long paragraphs is unfortunate; many pages are without a

break, and in one place, though this is an extreme instance, a single paragraph extends over more than four pages. The excellent plan of giving dates at the headings of the pages is somewhat spoilt by using the dates to indicate the whole period covered by a chapter, as 1219-1254, instead of making them refer to the contents of each page. The matter of the book is scholarly, and bears out the author's claim that he has founded his work on a study of original authorities. Sufficient references are given in foot-notes, and are confined for the most part to matters which are not of common knowledge. Advantage has also been taken of the best modern books on the period. A well arranged bibliography contains brief comments on several of the books cited: these notes might well have been fuller and more numerous.

Mr. Davis gives many evidences of sound judgment. For example, in what he says concerning the making of the New Forest, he avoids the extreme views of older historians who accept the indignant words of Florence of Worcester as literally true, and of some modern writers who minimize the extent of the devastation. Again, he warns his readers against attaching too much importance to the meeting of the King's tenants and their vassals held at Salisbury in 1086: it was, he says, "a temporary expedient to meet a temporary danger," and the oath of allegiance did not, as Freeman contends, imply any doctrine that was new either in England or in France. He refuses to accept the suggestion in Mr. Round's "Geoffrey de Mandeville" that the description of the anarchy in Stephen's reign given in the "Chronicle" may have been true only of the Fen country, and points out, as he had previously done in an article in the *English Historical Review*, that the evidence of desolation in the West, the Thames Valley, and some of the Midland shires, afforded by the first Pipe-roll of Henry II., corroborates the pictures drawn by the Peterborough chronicler and the author of the "Gesta Stephani." We observe that in this connexion he follows the old-fashioned translation "they hung burning things on their feet," though Mr. Stevenson has conclusively shown that "bryniges" should be translated as "coats of mail." The importance of the administrative changes introduced by Hubert Walter is excellently brought out. "It may," we are told, "reasonably be contended that our national liberties owe as much to him as to the authors of Magna Carta." The treatment of the Great Charter affords another instance of the good judgment with which this book is written. Mr. Davis rightly maintains that its general clauses place it on a far higher level than the charter of Henry I., which, on those points, does not go beyond vague promises to keep the peace and restore the law of the Confessor; that, with regard to the clauses affecting special interests, there is no ground for supposing that they imply a class conspiracy, and that the fact that John failed to obtain that support which the Commons had given to Rufus shows that the action of the baronial party was acceptable to the people at large. At the same time he insists on the conservative character of the Charter as a whole, and the evident reluctance of those responsible for it to trench on the prerogative of the Crown.

On the other hand, he is not particularly successful in dealing with persons. His men and women perform their proper parts in the drama of their times, but they scarcely seem alive. This detracts from the interest of his narrative. In portraiture he exhibits some uncertainty of touch, which is the more remarkable because he generally writes with considerable assurance. Of Rufus he says that he was "exact in the performance of his plighted word," and a few pages on that "it was not to be expected that Rufus would keep faith with those in [of] whom he did not stand in awe," and again that "Rufus lost no time in repudiating the promises he had made." So, too, we read with some amazement that the capacity of Henry I. for "taking pains" must not lead us to imagine that he was a man of genius; that he continued what Rufus had begun, and originated little. Later we are told that "he rejected the Red King's ideal of an arbitrary despotism"; we read of a remarkable proof of his "statesmanship," and of the important administrative changes which he introduced; and we remember that his work is only partially known to us, and that with fuller knowledge we should probably form an even higher estimate of his genius than that which will certainly be derived from these pages. The account of the reign of Henry III., though generally good, is less satisfactory than the earlier part of the book. The suggestion that, if Pandulf had known English law, he would have understood

that his assumption of the regency was unwarrantable, and the assertion that, because there is no notice of a resolution of the barons in his favour, they cannot be said to have ratified the wish of the Earl-Marshall that the legate should succeed him, strike us as extremely weak. A good opportunity for interesting description is lost in the account of the sea-fight with Eustace the Monk: the reader is led to imagine that, on coming out of the Thames, the English fleet at once bore down on the enemy "with the advantage of the weather-gage"; the admirable manœuvre by which that advantage was gained is not related. A more thorough acquaintance with Gascon history would have shown Mr. Davis that Simon de Montfort's administration of Gascony was by no means so equitable as he imagines. Nor can we understand why Henry III., a King of remarkably cosmopolitan sympathies, should be represented as "indifferent" to European events; except so far as they could be made to serve his own ends.

In a book dealing with many names and events slips of small importance will inevitably occur. If Mr. Davis has an opportunity for correction, he will doubtless recognize that Mellent is a barbarism for Meulan; that Henry—not Hugh—de Beaumont was Earl of Warwick; that Simon de Montfort was the third, possibly the fourth, son of the Crusader; that Edward I., before his accession, should not be styled prince; and that it would be well to be consistent in writing names—that he should, for example, keep either to Hugo or Hugh, Geoffroi or Geoffrey, Pandulph or Pandulf. But these things are trifles. A more serious lapse is his acceptance of William of Malmesbury's careless statement that the Conqueror landed at Hastings. He falls into an even more unaccountable error in saying that Archbishop Edmund "ended his days in the monastery of Pontigny": no more recondite authority than Matthew Paris records that he died at Soisy in Brie. Ignorance and carelessness with reference to mediæval ideas on Church matters are common enough, and it is therefore specially to be regretted that a writer of Mr. Davis's position should represent the rectors of Berkshire as speaking of the English Church as a sister of the Church of Rome. The book as a whole shows reading and independent thought; the treatment of constitutional questions is particularly good; but the narrative is less interesting than it might have been made if more time had been given to working it up.

The Religion of Numa, and other Essays on the Religion of Rome.

By JESSE BENEDICT CARTER. (3s. 6d. net. Macmillan.)

When first the Romans come into sight they are a plain agricultural folk, with a religion still largely animistic. From the spirit (*anima*) supposed to dwell in every separate thing they had evolved, or were evolving, gods. But these gods were not personal enough to have a history; so that there was no primitive Roman mythology. Nor were they personal enough to excite affection: the duty of man towards them consisted in the scrupulous fulfilment of certain forms. This early stage of belief is designated by the term "the religion of Numa": that is to say, the religion of the old kingdom before it was brought under foreign influences. Then arose the god-door or door-good Janus, originally the spirit of the *janua* (door); then the "store-closet gods," or Di Penates, began to be worshipped, and Lar, the general protector of the house. Then, too, the dead were honoured: not as individuals, but as a vague body of spirits—the Di Manes. Other gods were likewise known, most of them such as a farmer would do well to pacify; but Mars already flourished as the guider of battles. And these gods begat others; for the epithet describing some special quality of the god, broken off, gave rise to a new divinity, and Juppiter Fidius, for example, produced Fides. But now came the second stage in the religion of the Romans. They grew to be differentiated from the other hill communities of Italy, owing to their receptivity for external influences. The one-class society of the young commune resolved itself into many classes. Fresh elements, such as politics, trade, and handicraft, entered the common life, and with these elements appropriate deities. Hercules arrived from Magna Græcia as the patron of travellers (and so of traders); Castor as the god of horsemen; Falerii sent Minerva, the friend of artisans; from Aricia the Romans took Diana of the Grove, goddess of woods, of the animal kingdom, and of birth; because she was much venerated by the Latin League and the road to hegemony in the League lay through devotion to her. But, most significant

innovation of all, the old sky-father Juppiter on the Capitoline, whom farmers had wooed for sunshine or rain, became, as it were, the divine symbol of the State. He, superior to all other Jupiters, was Optimus Maximus: he would enable Rome to triumph over rivals.

This second stage may be roughly dated by connecting it with the name of Servius Tullius. A third, with a grievous change for the worse, commenced soon after the opening years of the Republic. To a religion essentially simple, yet varied enough to represent the aspirations of the Romans, succeeded a baleful Greek superstition. Under cover of the Sibylline oracles, the gods of Greece made their entrance into the Eternal City, not merely to the parts where foreign gods might fitly be harboured, but ultimately into the jealous *pomerium*, or symbolic wall that encompassed the native deities. These new-comers received the names of older Roman gods, and generally displaced them from office. Demeter ousted Ceres; Liber was thrust from his vines by Dionysos; Kore dislodged the shadowy Libera. Next Hermes, protector of the merchant, was admitted into the State cult as Mercury; and Poseidon, the sea-god, bestowed his attributes on Neptune, whose province until then had been the sweet water of rivers and springs. In the third century before Christ Asklepios was imported in the form of a snake, and exercised thenceforth his healing powers as Aesculapius on an island in the Tiber. The Lower World, too, changed its aspect. No longer the abode of the equal Di Manes, it became a kingdom, governed by a king and his consort. Pluto, as Dis, and Persephone, her name transformed to Proserpina, were accepted by the Romans from Greece at the bidding of the Sibylline books. From the time of the Second Punic War it is hardly possible to distinguish between Roman and Graeco-Roman cults. The gods of Greece had vanquished the gods of Rome.

The overthrow belongs to the period that may be labelled "the Coming of the Sibyl." Its marks were an ever-growing superstition and great pomp of ritual. But before it closed the Mighty Mother, introduced from Phrygia with unique ceremony, had dealt a crueller blow at the religious life of the Roman people. With her coming the orgiastic element was grafted on Roman worship, and emasculate priests showed an evil example of fanaticism. The gate was open for Oriental cults as injurious to morality as they were alien to the spiritual past of Rome.

The effects of the third period are manifest in the fourth—in the decline of faith that characterized the last two centuries of the Republic, when, too, philosophy, another borrowing from the Greeks, assailed religious belief of all kinds. In a fifth period Augustus endeavoured to set up anew the ancient State religion; but its vitality was gone, and he found it easier to rebuild temples than to kindle again the spirit that once had filled them with votaries.

All these things are set forth, and set forth with remarkable skill, in the volume before us, of whose contents we have given a slight outline the better to draw attention to it. With its unpretending title it might easily slip away unobserved amid books of small note and transient interest. We deem it worthy of a better fate. It has qualities that should ensure to it a large audience and some considerable duration of life. The subject is full of charm. Little known to general readers, it is no less important than it is fascinating; for the religion of the Romans contributed to the erection of the most marvellous structure that the world has ever seen. And the theme is handled in these pages with keen insight, with philosophic balance, and with an orderliness and lucidity above all praise.

In work so good it is perhaps ungracious to point out defects, and we do that part of our business with half a heart. A sentence on page 169 should be written again, since at present it is all too rich in *-ation*:—"But this secular celebration of Augustus is interesting aside from the relation of Juppiter and Apollo, for it affords another illustration of the skilful combination of new and old in the Augustan reorganization." That was penned in a drowsy mood; for the author does not generally lack ear. As to his argument, we have pondered carefully what he says of the action of Hellenism on Rome, remaining not quite convinced. It is true that Greece gave her gods to Rome when she herself was weary of them: she gave her "tired gods." Yes; but these tired gods were superior to any that the Romans could devise for themselves, their home-made gods being but poor wooden things. With the gods of Greece must

have come some sparks of Olympian fire, not yet altogether extinguished. The effects of Hellenism on Roman religion are not to be dissociated from the subsequent effects of Hellenism in calling into existence a Roman literature. Mythology, stirring imagination as well as proceeding from it, is one of the mainstays of literature, and the earlier influence prepared the ground for the later. Both the religious and the literary influence may haply be included in the debt that the Romans owed to Greece; which not incurred, they would have continued to be nothing but farmers with a taste for lawmaking and petty litigation.

Some such thoughts occurred to us as we lingered over Mr. Carter's book. But, if our readers will peruse it for themselves, they may be disposed to agree with him and not with us. Braving the risk, we counsel them to do so.

Studies in the Sermon on the Mount. By Rev. the Hon. E. LYTTETLON, M.A. (Longmans.)

A second reading of Canon Lyttelton's studies has increased our sense of their value and suggestiveness, particularly to that class of readers for whom they are primarily intended—teachers and exponents of Scripture who seek to gain information respecting a disputed or a difficult passage. The introduction shows deep insight in pointing out the underlying meaning of the Sermon on the Mount as it has been recorded to us, and in laying stress on the fascination that it has always possessed for men and women however much their practice has contradicted its precepts. In contending that the Beatitudes do not contain a social propaganda and a code of ethics that would ensure Utopia the writer is, in our opinion, entirely justified—as, for instance, when he says:

Instead of explaining the existence of pain and evil or prophesying their abolition, our Lord simply affirms that blessedness belongs to those who come directly under their influence and are subjected to the full severity of their onslaught. True happiness, He says, belongs to the unhappy; to those who mostly because of evil operating in others are deprived of all that for which men in this world naturally crave—wealth, fame, and the like.

In describing also the keynote of the sermon as trusting belief in a Father in Heaven—however at variance with that which the visible world would have us believe—the writer strikes to the very heart of religion and to a truth which is in much need of proclamation among the Christian denominations of to-day. These too often find it impossible to get outside the walls of their own religious life and predilections and to discern the ties which unite them to men of other faiths. Belief in a Divine Fatherhood that shapes and cares for the destinies of all races of human beings would make such sectarian bigotry impossible, and this prime deduction from Christ's sermon might well have been accorded a chapter to itself.

That religion consists in claiming a Divine Sonship and in opening the heart and mind to receive life from the Supreme Giver of life, instead of endeavouring to earn or attain it, is, the writer contends, and as we think with truth, not merely the underlying assumption of all Christ's sayings, but of His life also. In a very suggestive appendix on the true meaning of the word "Christian," he says that Christ's prayerfulness, *i.e.*, His intense and concentrated communion with the Father-Spirit of the universe, was not only His supreme characteristic, but the only daily habit of His earthly life of which a literal imitation can be safely enjoined.

Yet our admiration for the learning and insight of this appendix and similar passages cannot overcome a certain quarrel with the book as a whole. It is cast often in so conventional a phrasing that its appeal is necessarily limited to the Sunday school and the pulpit, for which it might seem exclusively intended. Condensation of thought and style and a less stereotyped manner of expressing spiritual fact would have secured, we venture to think, a far wider public, who are passionately interested in the things of the spirit when described in terms that are intelligible to them, and not calculated to arouse irritating recollections. We note, also, a cumbersomeness of composition which tends to obscure the value and suggestiveness of the author's reflections. To give a single instance:

This guilelessness, being natural and spontaneous, is very likely to misconstrue the mixed motives which play a large part among mankind in the practical affairs of life, and to be somewhat at the mercy of

intrigue and selfishness, and hence ignorant of facts the knowledge of which is necessary unless endeavour is to be seriously crippled.

It is true, we agree, that the average Christian consciousness has too often regarded the Sayings on the Mount as stars in the heavens, whose nature and constituents it is impiety to examine; yet we are still convinced that Christ is best interpreted, not by any amount of literal deduction and ethical commentating, but by flashes of imaginative insight which are born of communion with His spirit. To interpret His sayings as recorded in the Gospels as we do, say, the treatises of Plato and Aristotle is, we think, invariably dangerous ground. The critic can always point to the fact that they were not written by Christ Himself, or recorded at the time of utterance, but are representative probably of a set impression in the minds of His hearers some years afterwards. The student also has to bear in mind that Christ, as well as His Apostles, is hampered by language and the search for symbols and illustrations through which to convey spiritual truths to minds steeped in material imagery and hopes. He had to use current ideas and modes of speech in which to approach the understanding of His hearers at all, and it is only, we hold, by communion with His spirit that we can hope to rightly interpret His sayings. Prosaic textual criticism can no more fathom them than the commentators on Shakespeare's plays can reveal Shakespeare's mind. Take, for instance, that solemn and dark saying: "And if thy right eye causeth thee to stumble," &c. How it sinks like a stone into the deep pool of thought, causing ripples in the waters of the imagination! The tragic pages of history and individual life could certainly have supplied a less trivial illustration than that which the writer quotes. The rumour concerning Jenny Lind, if true, charges the great singer with a morbidity which is much to her discredit. The best exercise of a great gift is dependent to a certain extent on the appreciative sympathy of the work, and a great artist who refuses to give joy to the human race because of introspective scruples would be as cowardly as a general who refused to serve his country any more because he mistrusted the legitimate pleasure which he felt in the plaudits of the crowd.

We differ no less from the moral drawn from the story of Martha and Mary; but space forbids us to argue the point. The author underrates, we think, the active and aggressive aspect of the Christian life, and his allusions to the social reformer and the value of his temperament and motives seem to us lacking in fairness and discrimination. The laws which govern personality and temperament are all equally of God, and the Sermon on the Mount might be described from one aspect as a discussion on the proper standard of judgment. The saint militant who actively tries to redress the crying ills of his time is every whit as much a child of God as the saint of more quiescent and meditative temperament who serves his generation in another fashion.

The Law of International Copyright, with Special Sections on the Colonies and the United States of America. By WILLIAM BRIGGS, LL.D., D.C.L. (12s. Stevens & Haynes.)

Students of copyright have been exceedingly fortunate during the past few years in the books that have been issued to interpret the very complicated Acts dealing with this subject. It is a subject that must be dealt with exhaustively or not at all. No possible good can be gained either for the public or the student by an article of about one thousand words headed "All about Copyright," though this was the method of treating the subject adopted in a well known annual not long ago.

Although three or four most valuable treatises have been produced on domestic copyright, yet international relations had only been touched upon incidentally. To fill the omission the work under review was produced. Does it wholly stop the gap left in other works? We can, without hesitation, say that it does.

Not only does Mr. Briggs handle the law of international copyright, but so fully does he investigate the subject that the student of the ethical right of property and the general relation of State to State cannot fail to derive great assistance from a perusal of these pages. Not only has the author expanded his own point of view, direct or indirect, but he has apparently embraced the points of view of all other commentators. He acknowledges indebtedness to Dr. Alcide Darras, whose excellent work ought to be with every one attempting to grapple

with copyright; also to Lyon-Caen, Putnam, the International Bureau at Berne, whose publications are excellent, and to many others. His meticulous method can best be exemplified by quoting the heading and sub-headings of his first chapter. Chapter i. deals with the nature and origin of copyright, and is divided into four sections: (1) The Author's Moral Right in his Work; (2) The Creation of Property; (3) Property Features of Copyright; (4) Evolution of the Legal Right. The whole of this chapter is full of interest to the student of international ethics, as well as to the student of international law.

Dr. Briggs explains the origin of all property from a common source and its gradual evolution and protection, and, as an illustration against the perverted views of the ignorant, quotes aptly from "The Political Ethics" of Francis Lieber: "Because there was no copyright in early times . . . it is believed by many to this day that copyright is an invented thing and held as a grant bestowed by the mere grace and pleasure of society; while, on the contrary, the right of copyright in a book seems to be clearer and more easily deduced from absolute principle than any other."

Within recent years we have heard the claim of the public forcibly pushed forward. It has been advanced without knowledge of these wider ethical truths, and in ignorance not merely of the improbable ideal, but of the actual real; and the result has been to hinder legislation, and, by this hindrance, to sanction robbery and piracy, which at the present advanced state of civilization should be impossible.

The author argues carefully and incisively from first principles, but he carries the reader with no less care through the history of copyright in all the leading countries of the world. He points out the difference in result for those who legislate towards the loftier ideals and those who legislate for the protection of the narrow domestic issues. He points out this curious result of limited protection, and, therefore, of large piratical capacity—that free competition among pirates has always brought about deterioration in the intellectual quality of the works produced, and quotes Prof. Brander Matthews, who asserts in Mr. Putnam's well known book, "The Question of Copyright": "The cheapest books to be bought in the United States are mostly inferior stories by contemporary English novelists, while the cheapest books to be bought in England, France, and Germany are the best books by the best authors of all times." This was before the Chace Act of 1891.

After he has cleared the way by his historical study of domestic copyright, the author next deals with the development of international relations, the histories of treaties, their advantage and disadvantage, till at length he comes to the Berne Convention, the Act of Paris, the Montevideo Convention, and their practical bearing on the literature of modern times. He proceeds to discuss the possibilities and probabilities of the future, the hopes of uniform domestic legislation, the prospects of ideal international legislation. Part IV. brings the climax—the protection accorded to foreign authors in Great Britain and the rights of an Englishman in foreign countries.

There is no doubt from a study of the labour expended by the author and the result produced that he shows a fine knowledge of his subject, and, in addition, has the power to place that knowledge before his public in a lucid and intelligent manner. His arrangement is admirable, and runs along in a natural sequence. In a book of this size, dealing with a subject so full of research, there may, no doubt, be one or two small mistakes, but nothing to detract from the value of the work. It is not only the first effort in English which attempts to elucidate the subject, but so elaborate is it in detail, and so exhaustive in method, that, unless there is some revolution in international copyright, it cannot fail to be the leading authority for some time to come.

A History of English Poetry. Vol. V. By W. J. COURTHOPE. (10s. net. Macmillan.)

The fifth volume of Prof. Courthope's "History of English Poetry" may justly be regarded as the most authoritative outcome of his literary studies—for the eighteenth century is his province by a well established right of conquest. Perhaps the chief contribution of this volume to our understanding of the period is to be found in its admirable perspective and the careful and sympathetic treatment of humbler heirs of the Augustan traditions. Prof. Courthope protests against a criticism which

applies to the whole period the vaguely conceived characterization of "classic," and, with a welcome abundance of illustration, attempts to correct this judgment as superficial and inadequate. Shadowy and forgotten names become substantial and individualized realities, and, amongst other valuable citations, space has been found for Pomfret's once famous "Choice"—which lost its author ecclesiastical preferment by reason of the ambition it records to live near "some obliging, modest fair"—while at the same time he parenthetically expresses his determination to "have no wife." But, though Prof. Courthope justly protests against the undefined and depreciatory use of the epithet "classic," we confess to certain misgivings as to the precision of his own usage of it, and he certainly allows "the single, oracular word 'correctness' to shift for itself" when he remarks that "the religious poets of the eighteenth century, being scholars and men of refinement, knew that it was necessary for them to curb their enthusiasm by art, and to observe in their compositions the rules of correct taste."

Prof. Courthope has no misgivings about the eighteenth century; there is no hint of doubtful sympathy with the tendencies of the age and forms in which they were embodied; no serious suggestion of limitations either in its literary activities or in the political compromise with which, as Prof. Courthope repeatedly and forcibly insists, they were so closely embodied. With the discrimination and enthusiasm of a lover he pierces apparent uniformity, and detects the kindling touch of passion and genius where some read only a conventional description; tragic skill where some read suitable and unconvincing sentiments. A certain vagueness of conception as to the borderland between poetry and prose seems to underlie the author's decision to omit from consideration Swift's profoundly imaginative prose satires and Gray's letters—so significant in the early Romantic movement—while at the same time a chapter is allotted to the *Tatler* and *Spectator*, and a considerable space to the exact theological beliefs of the Wesleys and Dr. Watts. The impression this distribution creates in us is confirmed by the following summary of the achievements of the "system of classical taste" during the body of the century:—"If, in its desire for law and discipline, it tended to suppress much that was beautiful and romantic in the spiritual history of the nation, it abolished much that was false, affected, and unwholesome. Under it society was taught to reason about ideas." As an estimation of the general achievements of a prosaic age we should not quarrel with this dismissal, but, if Poetry is our theme, we are moved to ask when and where she acquired the credentials of a schoolmistress; and De Quincey's profound and subtle distinction between the literature of knowledge and the literature of power recurs to our mind: "The function of the first is to *teach*, the function of the second is to *move*; the first is a rudder, the second an oar or a sail. . . . Remotely it may travel towards an object seated in what Lord Bacon calls *dry* light, but proximately it does and must operate—else it ceases to be a literature of power—in and through that *humid* light which clothes itself in the mists and glittering iris of human passions, desires, and genial affections."

It is perhaps natural that the early Romantic movement should seem to lack significance to Prof. Courthope; somewhat scant justice is done to Chatterton's creative use of words as musical units, nor do we feel that the importance of the developing naturalistic movement is quite sufficiently appreciated. It is somewhat bewildering, for example, to find Cowper taking place only among the satirists of religious lyrics; and a division of the centuries which excludes Crabbe's wonderful sea-pictures from their place among the eighteenth-century Nature poetry is surely an injustice to the period.

"English Men of Letters."—*Adam Smith.* By FRANCIS W. HIRST. (2s. net. Macmillan.)

The publication of this well written little volume is singularly appropriate at this moment when Protection *v.* Free Trade is the subject of the hour. For Adam Smith was the apostle of free trade, and the free trade movement of the forties owed much to "The Wealth of Nations," published in 1776. The influence of Adam Smith has indeed been extraordinary. "Pitt's commercial policy from 1784 to 1794 was simply an attempt to carry out Smith's views." In France the improvements in the methods of taxation were largely due to Smith's suggestions on the subject in the fifth book of "The Wealth of Nations." "It was," wrote Mollieu, Napoleon's favourite

Minister of Finance, "this book of Adam Smith, then so little known, that taught me better to appreciate the multitude of points at which public finance touches every family and raises judges of it in every household." In Germany his influence was seen in the fact that commercial restrictions were gradually removed and external duties reduced, while lectures were given at the University of Königsberg by Prof. Kraus, which were attended by large numbers of eager students who spread Smith's views throughout Germany.

Mr. Hirst gives an interesting chapter on Glasgow and its University during the years that Adam Smith was student, professor, Dean of Faculty, and Vice-Rector. He had the advantage of learning from a great teacher, Prof. Hutcheson, who lectured on philosophy and inspired his hearers with an enthusiasm for reform and freedom which extended beyond the walls of the lecture room. "I am called the New Light here," he said; and his influence on his great pupil was marked and acknowledged by Adam Smith, who, to the end of his life, loved to recall "the abilities and virtues of the never to be forgotten Dr. Hutcheson." Among his companions was Mathew Stewart (the father of Dugald Stewart), who became one of the greatest mathematicians of his age; and as colleagues he numbered Simpson, the Professor of Mathematics and editor of Euclid, a man of great charm and amiability; and Joseph Black, the founder of modern chemistry. James Watt was at the time instrument maker to the University, with a workshop within its precincts. Within the University were also the printing press of Robert Foulis, who had printed the famous "Horace" in 1744, and the type foundry of Wilson, the Professor of Astronomy. Glasgow was a centre of life and activity: lectures on natural science were given by the professors to working men, while an Academy of Design, the first of its kind in Great Britain, was housed in the University and had the enthusiastic support of Adam Smith. Smith took his official position seriously and was active in promoting every movement for the good of his University, which stood first among the centres of learning of his day. One of Smith's most intimate friends during his residence at Glasgow was Hume, whose admiration of the economist's genius was boundless. In 1764 Smith accepted the post of travelling companion to the young Duke of Buccleugh, with whom he spent two years in France, where he learnt much concerning taxation and administration which was to be useful when, some years later, he was to write his "Wealth of Nations." He met Voltaire and Turgot, and was a frequent and honoured guest at all the famous salons in Paris. To Quesnai the author of "The Economic Table," he admitted his obligations, of which part of "The Wealth of Nations" bears unmistakable evidence. The visit to France was fruitful in every respect, and his description of France some twenty years before the Revolution is a valuable contribution to history.

The life of this strenuous philosopher and reformer is well worth studying, and Mr. Hirst has done his work well, probably because, added to carefulness and accurate knowledge, he has a whole-hearted admiration for his subject, whom he characterizes as the "sole author of a revolution in thought which has modified the governing policy, and prodigiously increased the welfare, of the whole civilized world. . . . His word has rung through the study to the platform. It has been proclaimed by the agitator, conned by the statesman, and printed in a thousand statutes."

Jeremy Bentham: his Life and Work. By C. M. ATKINSON, M.A., LL.M., Stipendiary Magistrate to the City of Leeds. (5s. net. Methuen.)

To most people the name of Jeremy Bentham calls up little but the adjective "utilitarian" and the phrase "the greatest good of the greatest number." In his lifetime—which covered a period of great social and political activity (1748–1832)—he counted for much among a small body of enlightened men such as Sir Samuel Romilly, the two Mills, Francis Place, &c.; and his scheme for dealing with criminals, the "Panopticon," received some support from the Government of his day, while his writings were widely studied for their extraordinary wealth of information on a large number of subjects. Since his death he has been somewhat unduly neglected—partly owing to the fact, perhaps, that many of the reforms advocated by him are accomplished, partly to the somewhat involved and uninteresting style in which he clothed his ideas. Hazlitt, writing of Bentham in

1825, says the reason of his unpopularity is "that our author's influence is purely intellectual: . . . he has not made sufficient allowance for the varieties of human nature and the caprices and irregularities of the human will." He regarded man as a "logical man," and so his writings have not appealed to the average man, who knows himself to be anything but logical and intellectual.

Yet there is much in Bentham's life and work that is worthy of study, especially to a generation that is not apt to reason overmuch or to give itself up to strenuous intellectual effort. Mr. Atkinson, whose position as a magistrate has naturally given him an interest in Bentham's views of punishment and the treatment of criminals, has written an interesting book about a most curious, though not an attractive, personality. We see a man from his youth upwards devoted to work for the public welfare, at the cost of money and of time, who never swerved from his single-hearted purpose of reform; and, disagree as we may from some of his conclusions (which, one cannot help agreeing with Hazlitt, are often based on ignorance of human nature), it is impossible not to admire his untiring energy and zeal for what he believed to be right. He is one of the very few distinguished men whose private lives offer no material for interest: he never married, and lived a solitary life—not in the least unhappy, for to the last he remained cheerful, good tempered, and kindly. "He never knew prosperity nor adversity, passion nor satiety," wrote J. S. Mill. "He never had even the experience which sickness gives: he lived from childhood to the age of eighty-five in boyish health. He knew no dejection, no heaviness of heart. He never felt life a sore and weary burthen. He was a boy to the last." It is seldom indeed that such words can be truthfully said of a mortal who reaches the great age of eighty-four, and they carry with them their own limitations. From such a man we shall not expect a minute understanding of the human heart, nor great sympathy with the failings and follies of common humanity.

Bentham's writings, however, deserve a careful reading by politicians and philanthropists alike; for they display a broad humanity, a knowledge of law that is probably unequalled, and a strong, virile common sense in dealing with problems which cannot be solved by mere sentimentality. His "Fragment on Government" was extravagantly praised by Romilly, over whom he exercised great influence, while his various writings on law—"Protest against Law Taxes," "Codification Proposals," &c.—received unstinted praise from Mill, who tersely remarked: "He found the philosophy of law a chaos; he left it a science"—while even Hazlitt, who laughs at his "Panopticon" scheme and quarrels with his style, admits that his little book "On Usury" is admirable. If, therefore, Mr. Atkinson's book will lead readers to study Bentham, he will have done a good work, though he should complete his task by collecting some of the best of the essays into one portable volume; for at present he can only be read in some nine or ten closely printed volumes which may be found in our public libraries.

Easy Mathematics, chiefly Arithmetic. Being a Collection of Hints to Teachers, Parents, Self-taught Students, and Adults, and containing a Summary or Indication of most things in Elementary Mathematics useful to be known. By Sir OLIVER LODGE, F.R.S. (4s. 6d. Macmillan.)

We quote the title in full, as this will give the best idea of the contents. Let us say at the outset that it is a very readable and suggestive book, and one which answers a distinct demand at the present moment, when teachers are making a definite attempt to leave the beaten track in elementary mathematical teaching.

We doubt whether Sir Oliver Lodge would advocate in actual school teaching the sort of general instruction his book indicates, though he says of the volume in the preface, "a book on arithmetic forced itself to the front." How far arithmetic can be blended with other branches of mathematics is a moot point. There is a commendable tendency nowadays to let subjects overlap, but all teachers will acknowledge that in a child's mind the gulf, for instance, between arithmetic and algebra is very great, and to some algebra always remains a deep and incomprehensible mystery. It is certainly dangerous ground to tread when we go beyond algebra to geometry, trigonometry, and even differential calculus. We should still advocate the teaching of undiluted arithmetic.

Apart from this question, the very comprehensiveness of the title will give rise to dissension: for example, it seems to us that a little knowledge of the measuring of heights and distances by trigonometry would be more easily acquired and would be of more use than an excursion into the theory of leaks.

Not a little of the value of the book will be found in the many sound and salutary remarks scattered throughout it—such, for instance, as this: "If the teacher of arithmetic knows arithmetic and nothing else, he is not fit to teach it. His mind should be alive with concrete and living examples. . . . Spontaneity and freshness is permitted to the body, but too often denied to the mind"; or: "The sums set are often too long and tedious, the methods too remote from those actually employed by mathematicians." At the same time, we feel that the book might have been made of far more value by slight additions in practical demonstration, and by rearrangement of some of the matter. We are told, it is true, that the book, as regards teachers, "is not intended to instruct in subject matter, but to assist them in method of presentation"; but when Sir Oliver Lodge goes so far as to work out multiplication and division of decimals and square root, with special remarks on the uselessness of more than four- or five-figure accuracy, why should he not go a step further and show sums worked out by contracted methods? Again, it is picturesque, but hardly an explanation of $6 - (-3) = 9$ to say: "the loss of an undesirable burden was esteemed by Bunyan's Pilgrim to be clear gain. A negative subtraction is a positive addition." As to arrangement, why should not the formal proof of fundamental relations in logarithms, which present no difficulty, be given at the outset, and not after use has been made of the results? It seems, also, an unnecessary inversion to assume that fractional indices mean roots and see how it works, and later to go on to the fundamental principle that $a^m \times a^n = a^{m+n}$, from which the interpretation of fractional indices so easily follows.

But, if we criticize too minutely, we shall leave a wrong impression as to the value of the book. We would specially commend in it the chapter on numeration, with the immediate introduction of the idea of decimals. The duodecimal system, however, is a hobby that Sir Oliver rides too hard.

The chapters on logarithms are excellent; so, too, the theory of square root; and throughout the book the interest is vastly increased by constant reference to actual living facts and phenomena and concrete examples. To sum up, we might call this a rejuvenated De Morgan, written in a more entertaining style, with wider range, of less solid practical worth, but very good reading nevertheless.

The Captivi of Plautus. By J. HENSON. (2s. Blackie.)

This little volume belongs to Blackie's "Illustrated Latin Series," and is, like its fellows in the series, well printed, nicely got up, and provided with instructive plates. The editor, chaplain and assistant master at Reading School, has made use, and frequently good use, of several commentaries, particularly those by Prof. Lindsay and Mr. Hallidie. Far from being among those who hold "In Plauto nunquam hiatus," he rejects many of the expedients that Schoell and others have adopted to avoid *hiatus*; and in some difficult passages he has, wisely or not, exercised his own judgment. We set down a few of the notes that we made in going through his work. Page ix.: Was Plautus ever an actor? Aulus Gellius speaks only of his gaining money *in operis artificum scaenarum*, and the whole story as told by Gellius has slight authority. 347: *Ex sententia*, "according to," is an explanation put so as to cause misunderstanding. The words mean "to his liking." 385: We had supposed that the derivation of *sedulo* from *se-* and *dolus* was now everywhere abandoned. 566: *uera uanitudine conuincas* is not "prove truth to be falsehood," but "defeat the truth by lying." 570: It seems unprofitable hair-splitting to distinguish (with Lindsay) *aspice ad me*, "look in my direction," from *aspice me*, "look at me." We find *tamquam in speculum in patinas inspicere* and *speculum inspicere*. Now does *in* differentiate the sense? 718: We have not been able to persuade ourselves, as Mr. Henson has persuaded himself, that *nuperum* is derived from *nouus* and *paro*. 1003: "*anites* for the classical *anates*" is a misleading statement, since *anitum* is read in Cic. "De Deor. Nat." ii. 124. The notes, we must add, are somewhat too largely made up of hints as to scansion and of admonitions to mark the alliteration. Thus the reader has often to depend for epexegetis on the vocabulary, which we cannot describe as a very good piece of work. It contains *intelligo* instead of *intellego*. It omits many words, e.g., *arripio*, *audacia*, *cogito*, *conloquor*, *defleo*, *mors*, *mortalis*, *orbis*, *paruulus*, *praelectura*, *saluos*; and, if some of them will not be much missed, it might have indulged us at least with *em* and the adverb *illi*. It does

not always offer the meaning proper to the text; so, although Plautus has *Fortuna humana fingit*, it fails to tell us that *fingere* may signify "to fashion," "to mould"; it does not inform us that *facete* is not of necessity "wittily"; and for *postulo* it gives "ask, seek, demand," but not "expect." It affirms that *somnio* is of the fourth conjugation! Naughty vocabulary!

Arnold's Latin Texts. General editor, G. EVAN BERNAYS.—(1) *Phaedrus, Selections from the Fables*. (2) *Livy, Selections*. (3) *Horace, Odes, Book I*. (4) *Cicero, First and Second Speeches against Catiline*. (5) *Vergil, Select Eclogues*. (6) *Vergil, Selections from the Georgics*. (7) *Cicero, Pro Archia*. (8) *Caesar in Britain*. (8d. each.)

Mr. Edward Arnold has promptly carried out, if he had not already anticipated, the appeal of the Head Masters for plain texts. The small volumes before us are accompanied by a brief introduction and a full vocabulary, but are without a note. The "Phaedrus," the "Livy," and the "Caesar in Britain" are just the books demanded for lower forms, and we hope to see them widely adopted. When we come to harder authors we are more doubtful about their use. The *pros* and *cons* of notes were pretty fully discussed in our last number, and on this head we have nothing to add. But we cannot see the need of a special vocabulary for a boy who is capable of tackling the Catilinarian speeches; and such entries as "*iz*, see *tū*," "*tuli*, see *ferō*," he is likely to regard as an insult. On what principle are vowels long by nature as well as by position not so marked?

Xenophon: Hellenica. By MARCHANT and UNDERHILL. (7s. 6d. net. Clarendon Press.)

In July, 1900, we wrote: "It is difficult to see what more can be done for the 'Hellenica' than Mr. Underhill has done, and his commentary, together with Mr. E. C. Marchant's revised text, should long stand as the recognized work of reference." That was in a review of Mr. Underhill's book. The Delegates of the Press at Oxford are now issuing Mr. Marchant's text and Mr. Underhill's commentary in one nicely bound volume at a price not much greater than that asked for the latter alone. Those who are about to read the "Hellenica" will do wisely if they provide themselves with this joint production of the two well known scholars.

The Story of the Nations: Greece. By E. S. SHUCKBURGH. (5s. T. Fisher Unwin.)

This book belongs to the sphere of what the French call *vulgarisation*, and we, more gently, "popularization": that is to say, it addresses itself, not to scholars or to places of education in especial, but to those who wish to acquaint themselves with the large and general results of modern inquiry. Since we must confess to a long affection for Greece, we feel grateful to the publisher for having put the work into the hands, not of a Grub Street hack, but of one who has truly breathed the pure, elastic air of Attica and who has absorbed some measure of the Hellenic spirit. We need hardly say that Dr. Shuckburgh has done his popularizing well. He tells the story brightly, without sacrificing the truth. His chapter on literature is particularly good. It is adorned, we observe, with specimens of the poets, all of them, except one, in versions by himself. Our readers may be glad to have the rendering of a beautiful stanza, ascribed in the Anthology to Plato:—

"Thou gazest on the stars, my star!
O would I were the skies,
That I might look on thee afar
With all those myriad eyes."

The Public Schools Year-Book, 1906. (2s. 6d. net. Sonnenschein.)

The special feature in this issue is an article on "Military Efficiency in Public and Preparatory Schools," to which Lord Roberts referred and from which he quoted largely in his speech to the Assistant Masters. (In our report of the speech it was wrongly stated that the article would appear in the *Schoolmasters Yearbook*.) The information and opinions collected by the editor are invaluable to all concerned with cadet corps and rifle shooting in schools. There is in the volume an enormous amount of miscellaneous information. In the bibliography we notice some gaps. We fail to find "Kappa" or "The Upton Letters," "Five Great Head Masters," the Lives of Farrar, Quick, Almond.

Grammaire Française à l'Usage des Anglais. Par E. RENAULT. (4s. 6d. E. Arnold.)

The object of this "Grammar" is "to furnish an explanation of all the grammatical difficulties that an Englishman is likely to meet with in the course of his studies," and one of the most valuable parts of it is a supplement to each chapter on the corresponding French and German idioms. We are not so sure as to the advantage of combining accidence and syntax. In particular, the treatment of the verb and its conjugation seems to suffer. The tabular form, as in Eve's "Grammar," is much to be preferred, and the names of the tenses are not made quite clear. The syntax rules are clearly and crisply given, and the examples are well chosen.

Elements of the Theory and Practice of Book-keeping. By JOHN WALMSLEY. (3s. 6d. F. Hodgson.)

Mr. Walmsley, whose name is familiar as the author of a school "Trigonometry," has set himself the harder task of expounding a system of book-keeping which is at once practical and based on scientific principles. By it the fictitious "debit losses, &c.," based on the fallacy that entries in all accounts except goods represent actual money, disappear, and the journal, not isolated ledger accounts, is taken as the starting point. We cannot agree with the author in his desire to see book-keeping admitted to the ordinary curriculum of a secondary school; but we freely admit that, as here treated, it may afford a valuable exercise not only in accuracy, but in logical reasoning.

Pocket Dictionary of the English and French Languages. By J. E. WESSELY. Rewritten and greatly enlarged by EDWARD LATHAM. (3s. Routledge.)

This is, to all intents and purposes, a new work, and there seems no more reason for retaining Wessely's name than there would be for announcing the forthcoming new edition of "Liddell and Scott" as "Damm's Lexicon," rewritten. The size has trebled, and only a poacher's pocket could now hold it. Mr. Latham is a most careful compiler, and we have looked not in vain for many neologisms not to be found in cheap French dictionaries. "Prig, v. Snob," is a confession of failure.

Harvard Studies in Classical Philology. (6s. 6d. net. Longmans.)

This, the sixteenth, volume of "Harvard Studies," always interesting and often valuable, is in merit, we believe, quite up to the average of the series. In it C. L. Smith—it is from no discourtesy that we omit the titles of the contributors—offers a further study of manuscripts of Suetonius; Chandler R. Post discourses on the dramatic art of Aeschylus; Hanns Oertel and Edward P. Morris examine the various theories regarding the nature and origin of Indo-European inflexion; and Keadall K. Smith deals with the use of the high-soled shoe or buskin in Greek tragedy. All these papers contain suggestive matter. To us, that on the art of Aeschylus, the thesis presented by the successful candidate for the Charles Eliot Norton Fellowship in Greek Studies, appeals most forcibly. Novel, we think, is the contention in it that the Athenians, having driven back the hosts of the Persians and made the Aegean their own, were filled with a lively interest in geography, and that Aeschylus consciously catered to his audience by expatiating on the popular topic of the day. Io's wanderings thus get a new—and slightly ludicrous—meaning.

(1) "The Temple English Literature Series."—*The Song of Hiawatha.* By HENRY WADSWORTH LONGFELLOW. Edited by HENRY WILLIAMS, M.A. (6×4½ in., pp. xi, 197; 1s. net. Dent.) (2) *The Song of Hiawatha.* Edited, with Introduction and Notes, by P. T. CRESSWELL, M.A. (6½×4½ in., pp. 191; 1s. Blackie.)

(1) Mr. Williams has given us a very dainty and prettily bound edition of Longfellow's poem. He has prefixed a few words of introduction, and has added at the end a glossary and a few notes. His edition is one to be read and enjoyed.

(2) Mr. Cresswell, of Berkhamsted School, writes more definitely for the school boy or girl. He gives us ten pages of introduction, twenty-eight pages of notes, and an appendix on the metre of the poem. His vocabulary also is slightly fuller. Here and there he has, in our opinion, explained more than was necessary; but, on the whole, the notes are good, and the introduction tells us all that was necessary about the author and his poem.

The Tale of Troy. Retold in English by AUBREY STEWART, M.A., and edited for Schools, with Introduction, &c., by T. S. PEPPIN, M.A. (6¼×4¼ in., pp. xix, 213, illustrated; 1s. 6d. Macmillan.)

This is another volume belonging to the same series as "Ballads Old and New." Mr. Peppin, who is an assistant master at Clifton, supplies a short but readable introduction and an index of proper names. We are also given the regulation questions, subjects suggested for short essays, and helps to further study. The rest of the volume consists of eleven chapters of an admirably simple version of the tale of Troy, told by Mr. Aubrey Stewart, of Trinity College, Cambridge. The four illustrations are from Greek vases. The book is intended for children of the age of twelve or thirteen. It is excellently conceived and done.

The Landseer Object Lesson Handbook and Reader. Book III. (Pp. 384; 3s. 6d. G. Philip & Son.)

This is a teacher's book to go with No. 3 of the above. It seems to us well fitted to supply the teacher with what is wanted.

Blackie's Model Readers. Books I. and II. (8d. and 10d.)

Two well bound and well illustrated little books: the illustrations in colour are particularly effective. The notes at the end on reading aloud and composition are good.

The Temple Infant Readers. Vols. I. and II. (4d. each. Horace Marshall & Son.)

These are nice little books, printed in large clear type and well illustrated. They seem well fitted to fulfil their purpose.

Longmans' British Empire Readers. Six vols., and one Introductory Reader.

Each of these pretty volumes is bound in red, and is illustrated by such well known artists as H. J. Ford, Lancelot Speed, Mrs. Allingham, and numerous others. The pages are well and clearly printed; and the contents are made up of a delightful selection from poems, fairy stories, tales and novels, &c. At the ends of the first four volumes are lists of hard words properly accented; and at those of the other two are added explanations of various kinds. On the whole an admirable set.

"Blackie's English School Texts."—*Charles Lamb's Adventures of Ulysses; Sindbad the Sailor; Charles Kingsley's The Heroes; Early Voyages to Japan; Erasmus's The Praise of Folly; Plutarch's Life of Alexander.* (6¼×4¼ in., pp. 110 to 130; each 8d.)

These are capital cheap reprints of notable books, or parts of books, edited by Dr. W. H. D. Rouse. He has cast his net well and has made a good haul. But why are the little books published at 8d. instead of 6d.? However, we will not haggle over the price, but wish the adventure all the success which it so well deserves.

"The Jack Historical Readers."—(1) Fourth Book: *Stuart England.* (2) Fifth Book: *Hanoverian England.* (7¼×5 in., pp. 265 and 284; 1s. 6d. and 1s. 8d. T. C. & E. C. Jack.)

The former book is by Mr. Shadrach Hicks, of the Inner Temple; the latter by Mr. A. W. Dakers, B.A. They are written in an easy, agreeable style and well illustrated. Each is divided into a certain number of periods, at the end of which are given summaries. Everything is done to render the books both useful and attractive.

The Children's Pickwick. Chosen and Annotated by THOMAS CARTWRIGHT, B.A., B.Sc. Lond. (7×5 in., pp. viii, 216; 1s. 3d. T. C. & E. C. Jack.)

This is an abridged edition of the immortal work; the selected passages being chosen as wholes, and the places of the omitted parts indicated by brief epitomes in italics. The illustrations are reproductions of the old ones. It makes an admirable reading book for the middle forms of a school.

Round the World: our Colonial Cousins, or Britain beyond the Seas. By VERE MINGARD. (7×4¼ in., pp. 288; 1s. 6d. T. C. & E. C. Jack.)

The title of this book gives its contents. It is well and succinctly written and well illustrated, and gives a clear account of our great Empire.

Object Lessons in Elementary Science, Stage V. By VINCENT T. MURCHE. New and Revised Edition. (7×4¼ in., pp. xvi, 282; 2s. Macmillan.)

A new and revised edition of a well constructed and well illustrated book of popular science. It is based on the scheme issued by the late London School Board. It has been wonderfully popular with teachers, and is now revised and brought up to date. It should have a renewed lease of life.

Between the Cupolas. By W. (7½×5 in., pp. 128; 2s. 6d. net. Headley Bros.)

The title-page tells us that this is "a light and airy record." It is dedicated "to my old schoolmasters," and tells in a pleasant way the story of an old school; or rather it wanders about telling now of one thing, now of another. It deals with "pleasant places" and "choice selections" and "Gray's Elegy" and the difficulties and misunderstandings of boys when reading it; and with "Dr. F— and Dr. B—" and other things. Altogether, it is "light and airy" enough, and fulfils its purpose of gossiping about the old days and old ways of a place for which W. cares much. But it will not greatly interest any one else.

Dean's Rag-Book Company send us their *Rag Animal Alphabet*. It claims the double merit that it will not tear and will wash. To find an animal for every letter seems to us a hopeless task. Urus, Quagga, Yak we know, but they do not enter into the most precocious child's vocabulary, and we candidly confess that we had never before heard of a Xema.

Messrs. Philip send us two of their "Nature Series of Relief Models"—*The Isle of Wight* (15s.) and *The Snowdon District* (17s. 6d.). They are based on the Ordnance Survey maps (½ inch to mile), and the vertical scale is 1:400. This seems to us, in the Snowdon District, needless exaggeration; but the graphic effect of both reliefs is admirable, thanks to the harmonious colouring and the total absence of names. The models are neatly framed and glazed, and, quite apart from their use, would adorn the walls of any classroom.

From Messrs. Nelson we have a series of twelve *Bible Pictures*, size 3½ by 2½ inches, price 8s. net. The drawing and composition are good, and the colour pleasant. Evident pains have been taken to secure anti-quarian and local accuracy. It is unfortunate, but perhaps unavoidable, that they should, from their subjects, provoke comparison with some of the world's masterpieces, but we doubt not that many children would prefer the anonymous artist to Murillo or Holman Hunt.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Council met on Saturday, December 16. Present: Mr. S. H. Butcher (Chairman), Mr. H. C. Bowen, Miss H. Busk, Mr. R. F. Charles, Mr. G. Collar, Mr. H. V. Dawes, Mr. C. Granville, Mr. J. N. Hetherington, Mr. J. W. Longsdon, Mr. H. A. Nesbitt, Miss E. Newton, Miss K. Stevens, Mr. F. Storr, Mr. J. A. Turner, Mrs. J. S. Turner, Mr. W. Trevor Walsh, and Mr. J. S. Wise.

Mr. H. V. Dawes was welcomed by the Chairman as the representative of the Salop Branch.

The Chairman reported on the reception of the deputation from the Guild (himself, Mr. Storr, and the General Secretary) by the Executive of the National Union of Teachers on November 4. The welcome given to the deputation was very hearty, and the Organization Committee of the Union was instructed to consider the question of securing fuller support for the Guild from the associations composing the Union.

It was arranged to send the letter proposing a scheme for a Union of Educational Associations for the purpose of organizing a Joint Annual Conference to the different associations, and to request their Secretaries to bring it forward, in such way as they might think best, at their winter meetings or otherwise, for consideration.

The Chairman announced that he had received a letter from the Hon. Treasurer of the Guild (Sir George Young) which stated that he was unable to hold the post after the end of 1905. Sir George Young's resignation was accepted with great regret, and it was decided to send him a letter thanking him warmly for his valuable services to the Guild, as Hon. Treasurer and member of Council, from its earliest days.

The Chairman of the Finance Committee (Mr. J. Arnold Turner) was appointed temporary Hon. Treasurer from January 1, 1906.

It was decided to invite Dr. Alex Hill, Master of Downing College, Cambridge, to be President of the Guild for the year 1906, in succession to the Master of University College, Oxford. [Dr. Hill has accepted the office of President.]

The report of the special Finance Committee meeting on November 30 was brought up and read by the Chairman of the Committee. The report showed an estimated total expenditure in the year 1905 of £1,441, and total estimated receipts, apart from the Special Deficit Reduction Fund, £1,312, leaving a deficit on the year's working of £129. The Committee had received letters from the General Secretary and the Assistant Secretary proposing substantial reductions of salary from January 1, 1906, the amount of the reduction to be made up, wholly or in part, only if the genuine assets at the end of any year showed a balance to the good after meeting all outstanding liabilities. The Committee recommended the acceptance of the offer the General Secretary (reduction of salary from £300 to £200 per annum) and a postponement of the decision as to the Assistant Secretary's salary till the financial position in the middle of 1906 could be ascertained. Certain other detailed proposals for reducing outlay and increasing income were contained in the report, which was adopted by the Council, with generous expressions about the offers made by the staff. It is hoped that by these reductions in the working expenditure, and with a continuance of its present membership, the Guild will be able to carry on without deficit its varied and important work.

The report of the ordinary meeting of the Finance Committee was also brought up and adopted.

On the General Secretary's report, 29 applicants for membership of the Guild were elected, viz.: Central Guild, 20; Bath and East Somerset Branch, 3; Brighton and Hove Branch, 2; Manchester Branch, 3; and Oxford Branch, 1.

An instruction was given to put on the minutes the thanks of the Council to Sir William Mather for his gift to the Guild of his reprint of the pamphlet on "Education for Efficiency," by the President of Harvard University, one copy for every member, and to report the instruction to Sir William.

Votes of sympathy were passed with Lady Jebb, on the death of Sir Richard Jebb, an ex-President of the Guild, and with Mrs. E. W. Howson, on the death of Mr. Howson, of Harrow, a former member of Council.

Mr. J. W. Longsdon was appointed as a deputation from the Council to the Conference of the National Union of Teachers at Scarborough, Easter, 1906, in response to an invitation from the Union.

The Southampton and District Branch was asked to appoint a deputation to the Conference of the National Federation of Head Teachers' Associations at Southampton in January, 1906, in response to an invitation from the Federation.

The Education and Library Committee were instructed to sit with the Thrift and Benefits Committee, and report on certain proposals

of the Moral Instruction League, including the subject of the teaching of thrift in schools.

The Council met again on Thursday, February 1, 1906. Present: Mr. S. H. Butcher (Chairman), the Rev. H. Wesley Dennis (Vice-Chairman), Prof. J. W. Adamson, the Rev. J. O. Bevan, Mr. E. Blair, Miss H. Busk, Mr. C. Granville, Mr. J. N. Hetherington, Mr. A. Kahn, Mr. J. W. Longsdon, Prof. Lyde, Miss K. Stevens, Mr. F. Storr, and Mr. J. S. Wise.

At the commencement of the proceedings the Chairman announced that, as a result of his election to Parliament as a member for Cambridge University, he was compelled to resign the Chairmanship, and referred gracefully to his two years' occupation of the post, and to his regret at having to give it up. The Vice-Chairman expressed the sincere regret of the Council at the announcement, congratulated Mr. Butcher on his election, thanked him for his valuable services to the Guild during two anxious and busy years, and conveyed to him the good wishes of the Council for his future career. Mr. Storr, as an old friend of Mr. Butcher, added some seasonable remarks.

The Chairman welcomed Mr. Kahn, in the name of himself and colleagues, as a newly co-opted general member of Council.

On the report of the General Secretary, twelve applicants for membership of the Central Guild were elected.

The announcement of the death of Mr. J. R. Langer, a devoted member of the Council, was received with deep regret, and a message of sympathy was sent to his daughter, Miss Langer. (Mr. Langer died on January 8, in his eightieth year.)

The Organizing Committee were instructed to make the arrangements for the Annual General Meeting of the Guild and Presidential Address.

The extension of the time of service of the Teachers' Registration Council to the end of July, 1906, was announced, and the appointment of Mr. Storr, the representative of the Guild on that Council, was continued till that date.

A vote of congratulation to Sir Philip Magnus, a Vice-President and life member of the Guild, formerly on the Council, on his election as the representative of the University of London in Parliament, was passed.

A report from the Political Committee on the reconstruction of the Teachers' Registration Council was brought up and considered, and referred back to the Committee for further consideration. A choice of speakers to be invited to open the discussions on the questions of educational politics at the Sheffield Conference was made.

The Education and Library Committee submitted the names of proposed speakers to open the discussions on the pedagogic questions at the Conference. The list was approved.

On the report of the joint meeting of the Education and Library and Thrift and Benefits Committees, the Chairmen of those Committees (the Vice-Chairman of Council and Sir Edward Brabrook, C.B.) were asked to settle and send in to the President of the Board of Education a memorandum on the teaching of thrift in schools. The general programme of the Moral Instruction League for the teaching of subjects of a moral character was not dealt with.

The draft of a letter to a number of educational associations on the subject of the proposed Union of Associations for holding a Joint Annual Conference was approved for circulation, on the report of the Organizing Committee. A date soon after Easter for the first meeting of the proposed Provisional Committee was fixed, and instructions were given for the selection of some central place of meeting.

The report of the Finance Committee was brought up and adopted.

A report from the Modern Language Holiday Courses Committee, proposing, among other things, a reconstitution of the Committee, giving a fuller representation to the Guild and representation to certain associations of teachers, was adopted.

The following is the letter on the subject of the teaching of thrift which has been sent in to the President of the Board of Education over the signature of the Chairman of Council:—

"Teachers' Guild of Great Britain and Ireland,
"74 Gower Street, London, W.C.
"February 19, 1906.

"To the Right Honourable the President of the Board of Education.
"SIR,—The Council of the Teachers' Guild of Great Britain and Ireland have had under consideration the question of the teaching of thrift and other civic duties, which they advocate as an essential part of the curriculum in the schools of the country, and they have requested me to convey to you an expression of their opinion, in the hope that your Board may be induced to urge its adoption upon the Local Educational Authorities.

"The Council are assured of your sympathy with their views, and have read with satisfaction the portions of the official publications of your Board which deal with that subject. What they ask on the present occasion is that those statements should be somewhat expanded and elaborated, and should be brought under the attention of the Local Educational Authorities in the most effective manner. The subject of thrift, as part of a wise provision for the future, is not limited to the mere question of saving, as illustrated by the school

banks, which have done so much useful work, but extends to all measures by which a youth should be urged and encouraged to look forward to the contingencies of life and to begin his provision for them from the first day on which he finds himself in the position of a wage-earner.

"These measures involve many considerations, such as the operation of the laws of average, the principles of equity, the theory of vital statistics, and the method of accumulation by compound interest. Elementary instruction in these would not be beyond the reach of the higher standards in schools, while ignorance of them has led in the past to many disastrous failures in various kinds of institutions intended for the benefit of the working classes.

"It is not impossible that some even of the masters and mistresses in schools are imperfectly equipped in these branches of knowledge. However that may be, it is clearly desirable that special attention should be given to these questions in the training colleges of the country, if the teachers are to be competent to give such advice and instruction upon them to the growing boys and girls as will be of real value for their after life.—I have the honour to be, Sir, yours very truly,
"S. H. BUTCHER, Chairman of Council."

The preliminary circular giving details of the arrangements for the Teachers' Guild Holiday Courses (August, 1906) in France, Germany, and Spain is now ready, and will be sent to all members of the Guild at an early date. A copy will be sent to any applicant, not a member, on receipt of a request with a halfpenny stamp.

The invitation from the Sheffield Branch of the Guild to the General Conference at Sheffield, April 23-26, will be circulated, with the preliminary programme of the Conference, among all members of the Central Guild and Branches very shortly. The Sheffield Branch is preparing an attractive programme of social and other entertainments, including receptions by the Lord Mayor at the Town Hall, and by the Vice-Chancellor of the University and the President of the Branch in the University Buildings.

Mr. M. W. Keatinge, Reader in Education, University of Oxford, will give the second lecture of the session to the Education Society of the Guild at King's College, Strand, W.C., on the evening of March 8, 8 p.m. Particulars are being sent to all members of the Central Guild in London and suburbs; and any member from a distance who may be in London at the time will be welcome. The subject of the lecture is "Method, Curriculum, and Character."

A conjoint meeting of the London Sections; organized by Section C, will be held at Bedford College, York Place, Baker Street, W., on Tuesday, March 13, at 8 p.m. Prof. John Adams, of the London Day Training College, will lecture on "The Art of Forgetting."

The following arrangements in London Sections have not yet been announced in our Quarterly Reports:—

March 2.—*Section B.* 8 p.m. At the Holborn Estate School for Girls, 19 Houghton Street, Aldwych, W.C. "The Basal Study for all School Subjects." Speakers:—Prof. Lyde, Miss H. Busk, Miss Holmer, and Miss Penstone. Tea and coffee at 7.45 p.m.

March 30.—*Section D.* 8.15 p.m. At St. Mary's College, Paddington, W. Address on "Hopes and Fears for the Education of the Future," by Miss Alice Woods. Tea and coffee at 7.45 p.m.

April 6.—*Section B.* 8 p.m. At 74 Gower Street, W.C. "Suggestions for an Ideal Scheme and Examination of Schools." Speakers:—Mr. W. T. H. Walsh (in the chair), Mr. A. Kahn, and others. Tea and coffee at 7.45 p.m.

The full arrangements of Sections A and C for the session to June, 1906, were printed in the Report in *The Journal of Education*, October, 1905.

At a joint meeting of the Manchester Branch of the Guild with the Child Study Association at the Froebel Institute on February 12, the subject of corporate games in day schools was discussed. Mr. J. L. Paton, the Chairman, said the question was not one merely of physical development. It concerned not only the health, but the character, of schoolboys and schoolgirls. Football, for instance, taught a boy that he could not win a match by himself. He must co-operate with and sacrifice his individual desires for the good of the team. This was a most important lesson for the boy to learn, because no great results were attained in life without the hearty, self-effacing, loyal co-operation of many to a common end. The discussion was opened by Miss Herford, who moved a resolution declaring that no school education for boys or girls could be considered satisfactory that did not include adequate arrangements for all to take part in corporate games. If the day school, she said, was ever to become the ideal school—the school which should co-operate with the home in the bringing up of our future citizens—this problem of corporate games must not be overlooked. Personally she would not be satisfied until organized games were looked upon as an important item in every school time table. There still existed a certain prejudice against girls' games, but it was extraordinary how, like other prejudices, this was dying out with a little first-hand knowledge. Miss Herford described the systems at work in some of the large public schools, under which team games were made a part of the school training. She enumerated the physical, mental, and moral advantages

which girls obtain from such games. One advantage of their introduction was that shorter time must be given to work, and there must therefore be more concentration. The amount of time that women and girls gave to work—or rather sat over their work—was monstrous. Better work might be done by less prolonged and more concentrated effort. Among the moral advantages which a girl might gain was the learning to get a victory quietly and to take a beating well. The resolution was seconded by Mr. S. W. Meek, who spoke chiefly of practical details connected with the introduction of organized games into day schools. Organized games were essential, he thought, to the health of a public day school. A general discussion followed.

CORRESPONDENCE.

A HOLIDAY RESORT FOR FROEBELIANS AND OTHERS.

To the Editor of The Journal of Education.

SIR,—Change of work is often more really restful to the teacher than mere aimless travel, or stagnation in some lonely spot. I should like, with your leave, to inform teachers how they may apply this apophthegm, to tell them about the charm of Eisenach and of all that Froebel country, and to beg them to write to Fräulein Heerwart, 35A Theater Strasse, Eisenach, Germany, for all particulars of her "At Home" from August 1 to 15 of this year 1906.

Now some of my younger readers in all lands will exclaim: "Who is Fräulein Heerwart?" So I had better give a biography of her in a nut-shell. Fräulein Heerwart is the President of the Kindergarten Society in Germany, and an old pupil of Froebel's wife. The curator and collector of everything Froebelian, she has made Froebel and his work a life-long study, and given up a room in her house (to save expense) for the Museum, which is the most complete "one man" collection ever on view. Here is to be found evidence of almost every thought, word, and deed of Frederick Froebel. Here she personally explains to visitors (gratis) the origin and history of the gifts, occupations, songs, and games. Here are to be found, not a few, but dozens, of souvenirs not only of Froebel himself, but of the little fraternity of educational enthusiasts who worked with him.

Fräulein Heerwart carries her four score years well, and welcomed the suggestion I made, in spite of the fatigue it would involve, that she should do something this summer for educationalists all over the world. I am writing, therefore, to educational papers in various countries to call attention to her invitation to her "At Home" next August.

But it is not only the Museum that has intrinsic value and interest: it is Miss Heerwart's personality, which adds wonderfully to its charm and interest, and I have reason to believe that, if names are entered sufficiently early to enable her to make suitable arrangements for those who wish to accept her kind invitation, she will arrange a most delightful programme: for she is a born organizer of *fêtes*, and Eisenach and the Froebel country from the Wartburg to the Schwartzburg, eighty miles away, is an ideal country for festivities. Drives and excursions in parties can be taken for quite a modest sum, and when the week or ten days are over the student, with still a few weeks to spare, can spend them in forest and upland village, restfully and economically.

Miss Heerwart took me a drive, and we visited points and places of interest quite unknown to the ordinary traveller. We went to a private house where Froebel was married to his second wife; we sat on the very seat where he read the letter from Government forbidding him to open any more kindergartens on the ground of their revolutionary tendencies; we visited Froebel's grave, and all the history of that time was related to us on the spot—but you must go and see it all for yourselves, and, if you do not learn a great deal, I shall feel that the little rhyme about Froebel's Weathercock song applies to you, and that in your childhood something important in your education was forgotten. "Do nothing aimlessly or you'll create a child whose mind you cannot educate." Let me add that in our little company on that memorable drive we had Mrs. Page, of Chicago, and I am sure that, if you write to her, she will endorse my views that all who can should avail themselves of Fräulein Heerwart's invitation for August. For many

years she has been collecting from all parts of the world money to build or buy a small house, in which to place the Museum so that it may be suitably handed down to posterity. I do not know whether she will make any charge if she gets up this little *fête* to which I refer—she may do so, or she may leave it to individual enthusiasts to send her or give her from their generosity; but, whatever she does, I am certain that any money will be for the good of the cause, and not for personal affairs. I mention the fact that she is collecting, because I believe that many would contribute even if they cannot personally be present in August. I will make myself personally responsible for every English subscription, and give a receipt for sums from 2s. 6d. to £10. I hope many teachers from all countries will avail themselves of this unique opportunity of linking themselves on to a life that actually knew Froebel, and is the best living authority on all that concerns his life and teaching.—Yours, &c.,

EMILY M. J. WARD,
President of the Froebel Society, 1892-3.

AMBIDEXTERITY.

To the Editor of The Journal of Education.

SIR,—The following statements are taken from "The Infant School" by J. Gunn, page 321:—"It is a mistake to assume that right-handedness is due merely to our habit of training the right hand more than the left. . . . It has been found that the correcting of left-handedness in the case of children who were naturally left-handed was accompanied by a deterioration in their power of articulate speech, and the appearance of a tendency to stammer. The explanation, or the probable explanation, of this result involves a discussion of the brain centres, motor and other, involved in speech, which we cannot enter upon here."

I feel sure that many readers would be glad to learn from teachers whether the cultivation of ambidexterity in school-children had led to a deterioration in their power of articulate speech and the appearance of a tendency to stammer.—Yours faithfully,

C. G. WATKINS.
Education Office, Aylesbury.

February 13, 1906.

A GREAT PREHISTORIC GRAMMARIAN.

To the Editor of The Journal of Education.

SIR,—A careful study of the table of correlative pronominal words in Greek has led me irresistibly to the conclusion that they are the splendid achievement of some unknown and prehistoric Aryan grammatical genius. That table consists of forty words, contained in four columns of ten words each. The ten words in the interrogative column are *τίς, πότερος, ποῖος, πόρος, πότε, ποῦ, πότερον, πόθεν, πῶς, and τί*. I submit with confidence to your learned readers the statement that this table must be the product of an intelligent mind—that its creation by the ordinary laws of the growth of language is simply impossible. For the ordinary growth of language is quite unpremeditated: it follows no preconceived plan. Language is like Topsy: it simply "grows."—

I am, Sir, yours truly,

R. J. LLOYD.
The University, Liverpool,
February 7, 1906.

DR. HALL'S ENGLISH GRAMMAR: A CORRECTION.

To the Editor of The Journal of Education.

DEAR SIR,—May I crave permission to correct an oversight on the part of the not unfriendly reviewer who wrote the notice of the new edition of my "School Manual of English Grammar"? "We doubt," the reviewer says, "whether it is possible . . . to expound Grimm's Law with no mention of Verner." It is hard for one who may have many sins upon his head to suffer for offences of which he is innocent. The statement of Verner's Law, or so much of it as seemed necessary for the purpose in hand, will be found on page 10. With regard to the scansion marks, which, apart from their context, certainly look a trifle absurd, it might have been stated that in the very page in which they occur the *caveat* is entered that they simply represent the normal stress, not the emphasis to be observed in reading.

Another point of perhaps greater importance is that the price of the book is wrongly given as 3s. 6d. It should have been 2s. 6d.—I am, Sir, yours faithfully,

T. D. HALL.
Bowdon, February 4, 1906.

MISS CHARLOTTE MASON has arranged a Conference of Head Masters, Mistresses, and others to meet at Ambleside in Whitsun week to discuss the curriculum for children between six and fourteen. Many distinguished educationists have already promised to attend, and the Board of Education will send a representative.

HORACE MARSHALL & SON'S LIST.

BOTANY RAMBLES. By ELLA THOMSON. Giving simple information in charming and easy language. Profusely Illustrated. Part I.—SPRING. 10d.

THE NEW TEMPLE READER. Edited by E. E. SPEIGHT, B.A., F.R.G.S. Illustrated. Price 1s. 6d. net.

THE PREPARATORY TEMPLE READER. Edited by C. L. THOMSON. With Coloured and Black-and-White Illustrations. Price 1s. 6d.

HAKLUYT'S ENGLISH VOYAGES. Edited by E. E. SPEIGHT, B.A., F.R.G.S. With an Introduction by Sir Clements MARKHAM. Illustrated by R. MORTON NANCE. 2s. 6d.

STORIES FROM THE NORTHERN SAGAS. Edited by A. F. MAJOR and E. E. SPEIGHT. With Illustrations by W. G. COLLINGWOOD, M.A., and R. MORTON NANCE. 2s. 6d.

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OCCASIONAL NOTES.

IN our forecast of the Education Bill we have left out of account Roman Catholic schools. They stand in a separate plane and demand separate treatment. In a pastoral letter, the tone and temper of which are admirable, Archbishop Bourne formulates the claim of his coreligionists: "Catholic schools, Catholic teachers, effective Catholic oversight of all that pertains to religious teaching and influence." Nothing short of this, he tells us, will be accepted by Catholics as a final settlement. One way of meeting this claim has been proposed which is well worth considering. Let Roman Catholic schools, like all other non-provided schools, be rated to the Education Authority, and one-third of the managers be appointed by the trustees. Let the teachers be appointed by the Education Authority, with the proviso that they shall all be Catholics. The instruction given by these teachers shall be wholly secular, and the religious teaching shall be imparted by visiting teachers and paid for out of private church funds.

HERE is Canon Barnett's solution of the religious difficulty, given in the *Independent Review*, to which we append a few comments:

1. Local Authorities to be empowered to buy at market value the buildings of such denominational schools as may be required to establish in every neighbourhood a non-provided school, *i.e.*, in single-school areas.
2. The capital thus acquired to be pooled for each denomination, and employed with the sanction of the Charity Commission in carrying out the trust deeds by building new schools or maintaining those already established.
3. The Board of Education to pay on a fixed scale the full salaries of all teachers in denominational or undenominational schools, provided that the teachers hold the Board's Certificates and that the schools are built, equipped, and staffed to the satisfaction of H.M. Inspectors.

Whether the teaching in provided schools should be religious or secular Canon Barnett makes an open question to be determined by the Local Authority. This is to leave an open sore *πρὸς τομῶντι πηγάτι*. It is implied, though not definitely stated, that the appointment of teachers will rest with the several denominational authorities; but, if this is intended, we fail to see how "the teachers would be relieved of all tests and delivered from the sensitiveness which now so often affects their relations with the managers." And, further, the statement that "no penny of public money would go for any object other than the payment for secular teaching" implies that secular and religious teaching will be in water-tight compartments—a divorce as repugnant to Catholics as to teachers.

THE President of the N.U.T. has addressed an open letter to senior students in training colleges advising them to avoid service under the London County Council.

An Open Letter.

The reasons assigned are "the harassing of inspectors, the interference of officials, the unsympathetic attitude of the Education Committee, and the poor salaries paid to teachers." The letter is on the face of it an *ex parte* statement, and bristles with contentious matter; but, even were all the charges proved up to the hilt, we should strongly deprecate this attempt to boycott a public authority. If the tyranny be such as Mr. John represents, the N.U.T. is quite powerful enough to upset it at the next triennial election. The letter, moreover, when the charges can be tested, contains, to put it mildly, a *suggestio falsi*. Thus it is implied that the higher maximum for men assistants is a mere decoy, unattainable by all but a chosen few. As a fact, the estimates provide for 75 per cent. of the teachers passing on to the higher maximum. We hold no brief for the L.C.C., and we fully allow that the dearth of teachers in London is a grave sign which points to something amiss in the system of tenure or of salaries; but the single fact that the scale of salaries has been raised by £60,000 a year proves that the Council are not quite so bad as Mr. John points out.

THE Secretary of the Moral Instruction League sends us a letter received from M. Makino, the present Minister of Public Instruction in Japan. No more conclusive refutation could be found of Bishop Wilkinson's thesis that non-religious teaching universally produces immorality and criminality than the following testimony:—

From what we have experienced during the last two years of gigantic struggle we have reason to be satisfied with the present working of our moral teaching. The men who have fought on the battlefield and people at home who have borne the sacrifice so courageously have almost all been brought up under the present system of moral instruction. It is altogether secular, and the text-books in use now were prepared by a special commission having representatives of Buddhism, Christianity, and Confucianism upon it.

A GREAT step towards the pacification of Wales will have been taken, and Mr. Morant will sleep more quietly o' nights, when the Welsh National Council for Education has become an established fact.

An Education Council for Wales.

Details can be left till the Council is formed and begins to work out its own salvation. The general constitution must, however, be decided, and also the extent of its powers. At present the Central Welsh Board is in an anomalous position. It deals with the secondary, or, as they are called in Wales, the intermediate, schools, and stands apart from the authority dealing with public elementary schools. Thus Wales

has not yet secured the co-ordination of education that is enjoyed by the English counties. The new Council must certainly control the whole of the school education of the Principality, and it must not merely be an intermediary body copying out and handing on the edicts of Whitehall. But we are inclined to think that, on the analogy of affairs in England, it will be better to exclude for the present the University and colleges of University rank. As to the constitution of the Council, Mr. Lloyd-George is quite certain that Wales wants representatives of the people and not a Board of experts nominated from Whitehall. He further thinks that in the first instance the Council should not be directly elected by the people, but should be nominated by the County Councils.

THE Bill empowering Education Authorities to make provision for the feeding of necessitous children has passed its second reading. There is no doubt that the Government will grant facilities for its further stages, or else will incorporate its clauses in the forthcoming Education Bill.

The Hungry Child.

The idea has now been persistently pressed for some years, and the nation is growing accustomed to the notion. The strongest argument of the supporters is that it is impossible to teach, and cruel to try to teach, the hungry child. This is indisputable; and, if it is also admitted that the State must educate the child, it follows that the State must feed the child that would not otherwise be fed. It is sad to think that there should be parents unable or unwilling to do their duty by their offspring, and we trust that the Bill will impose adequate penalties for wilful neglect. But we do not think the provision of free meals will contribute seriously to weaken the sense of parental responsibility. The spirit of independence will still survive, and most parents will continue to prefer to provide food for their children. The fact remains, and, in spite of Mr. Wells, is likely to remain for our time, that a number of children in large towns are habitually underfed and ill nourished. Entirely apart from the need of education it is for the benefit of the community at large that the number of such children should be lessened as far as possible. It is on this ground rather than on the other that we would base our approval of this Bill.

SO many criticisms have of late been directed against the Inspector that we are inclined to say a word in behalf of that necessary and maligned official. The Inspector may be and probably is fully informed on one or more branches of school learning; but he cannot be familiar with all the subjects taught.

A Plea for the Inspector.

The master who addressed an uncomprehending Inspector in German, and then pointed out to his boys the folly of sending into a German class an Inspector who could not speak that language, was not only guilty of rudeness, but he failed to realize the function of an Inspector. In these days of wide curricula and advanced work the knowledge of the pupils is tested in written examinations, for each separate part of which a specialist is appointed. It is impossible, without great waste of money, to send specialist Inspectors on every occasion and for every subject. It is the work of the Inspector to watch the teaching and to judge of the master's success as reflected in the attitude of the class towards the work. The dislike of the master for the Inspector is based on the survival of an ancient, and we hope vanishing, superstition, that no visitor must enter his class-room. The congregation criticize the parson; the audience criticize the actor; the boys criticize the master. In each case the critic could probably do no better than the

criticized. It is good and healthy for the master to accustom himself to adult criticism and to be able to defend his own method.

THE absence of reporters at the meetings of the London Education Committee seems to increase rather than to diminish the criticism in the press of that Committee's work. It is clear that an uneasy feeling is abroad. Hints are circulated of quarrels between different departments, of waste of money on inspection and administration, of congestion of business in spite of scandalous over-work on the part of the clerks. It is stated that on one occasion a group of clerks worked from 9.30 on Monday morning to 5.30 on the following Tuesday evening. There are thirty-two Council Inspectors in addition to twenty-seven Board of Education Inspectors. Every one must be aware of the congestion of work in the office. Day by day there are complaints in the papers. All this refers chiefly to the elementary schools. There is worse to come. In the recent report concerning secondary education attention is called to "the grave situation caused by the deficiency of secondary schools in London." Therefore, one would expect the Council to tackle the organization of secondary education. But the report expressly states that the Committee propose to postpone all consideration of the organization of secondary education for the present and to limit their work to the provision of the additional places that are urgently required for the Council's scholars. Although we are not in favour of separating the control of education from the general work of the municipality, yet these considerations invite us to suggest that, seeing the enormous population of London and of Greater London, which ought to be included, the amount of work to be done requires a body of men and women who can give their entire time to the needs of education.

FROM Gateshead to West Ham arises the piteous cry of the over-rated areas. In reply to a deputation, Mr. Birrell was sympathetic, and hoped, with the assistance of the Treasury, to secure some substantial relief. But he had no definite scheme to put forward. He reminded his audience that many of the counties were also suffering, if their own opinion was to be accepted, from an undue burden for education; and that preferential treatment for any area would arouse much indignation in other areas. Still he was prepared to accept abuse and to have the courage of his opinions in drawing the line between one area and another. The worst conditions were experienced by districts like West Ham, which was described by one speaker as a dormitory and a nursery. Mr. Birrell spoke nothing but the truth in hinting that such areas ought not to have become Educational Authorities. These special cases demand some immediate measure of relief, but we cannot but feel that a permanent settlement must involve the inclusion of an area entirely covered with the residences of workmen who earn their wages in an adjacent town within the larger district in which the paymasters also reside. In other words, the London Education Authority should include the residential suburbs.

MR. BIRRELL has given some sound advice and some definite information to the Private Schools Association in reply to a deputation from that body. He advised his listeners in the first place not to rely upon quotations from Reports of Royal Commissions. No member of County or Municipal Council is greatly influenced by such references.

Mr. Birrell and Private Schools.

In the second place he advised caution and conciliation in dealing with Local Authorities. Thirdly, he stated in no uncertain tones that grants of public money mean public—i.e., municipal—control. Apart from these utterances he spoke in the most cordial way of the value of private schools, and of his intention to do his best in their behalf. It is clear that the memorial of the Association went beyond what is possible. It is too late in the day to ask that municipal schools shall not undersell private schools. The clock cannot be put back. It is equally impossible to expect a direct share in Imperial or local grants. But in some counties the Authority has not shown any hostility to private schools, and month by month we have given in our columns such cases of co-operation as have come under our notice. This month we are able to record that Berkshire has made friendly overtures to the private schools of the county. We believe that in some areas the Authorities have no knowledge of the private schools. The proprietors neglect the necessary organization that would enable them to represent their position with dignity and force to the Local Education Committees.

THE real weakness of the position taken up by private schools is to be found in the wide connotation of the term and in the difficulty in discriminating between the different grades. In some, the position of the usher, as Mr. Birrell pointed out, is by no means an enviable one, and inevitably brings discredit on the school. This is not because the proprietor is wallowing in wealth, a share of which he grudges to his assistant. It is because he is trying to compete in the matter of fees with schools subsidized from public funds. There are and will be parents who are content to pay the full cost of education for their children. It is upon these that the private schools must rely. But the type of private day school that charges fees not exceeding £2 a term cannot compete with the municipal school. Such private schools cannot give an education in accordance with the demands of the day. Although their gradual extinction must entail hardship on individuals, it cannot, and, in the interests of education, should not, be delayed. The one obvious reform is that membership of the Association should be limited to schools able to show from an inspecting body a report that the buildings are adequate and the education efficient. No private school, said Mr. Birrell, objects to inspection. We would vary the statement by saying that no private school charging reasonable fees ought to object to inspection.

UNIVERSITIES are but seldom "inspected": it is reasonable therefore that the "inspection" when it does take place should be serious and searching. Trinity College, Dublin, has not been inspected since the year 1853. Putting aside the matter of religious feeling, which may have prompted the desire for an inquiry, it is quite time that the administration of Trinity College should undergo investigation at the hands of a Commission. This inquiry Mr. Bryce has promised. He further states that, as the inquiry will be non-political and limited in extent, a report may be looked for at an early date. On this matter Mr. Bryce may perhaps be too sanguine. It is probable that the real grievance is that Trinity College is a wealthy Protestant foundation from which Romanists as such get no direct advantage. The pathetic side of the matter is that any corporation that continues for fifty years without public inquiry is liable to fall into a state of stagnation which is entirely unappreciated by the responsible body. The

College, we are told, is governed by a Provost and seven Fellows whose average age amounts to seventy-one years, and whose emoluments are in direct proportion to their years. There is a feeling that modern developments of science have not received their due recognition, and that the funds are not spent in the manner best calculated to encourage the education of the country. In welcoming the promise of the inquiry, we bring no charge against the authorities of the College. Schools both on the administrative and the educational sides are inspected once in three years at least: it is not unreasonable to require from Universities an inquiry once in half a century.

MR. ARTHUR BENSON'S views on compulsory Greek deserve attention for two reasons. They are the views of a man sufficiently apart from the vested interests involved; and they are the views of a classical teacher of twenty years' standing in one of the chief public schools of England. He tells us in a recent letter to the *Times* that the percentage of boys who can aspire to the appreciation of Greek as literature is very small; and that the intellectual needs of the many are sacrificed to the few boys who have a taste for classics. We feel that he is only stating the truth; and we agree with his opinion—indeed, it has already been stated in this column—that the abolition of compulsion will not weaken, but on the contrary strengthen, the real study of Greek in secondary schools. It seems obvious that to enforce on unwilling and unappreciative minds the smattering of Greek that qualifies for a pass examination is in reality to degrade and belittle a noble and honourable study. And yet we have the Master of Emmanuel repeating the discredited statement that, if compulsory Greek at the University is given up, "it will extinguish the study of Greek in English schools. . . . Greek will be an 'extra' degraded to the position of music and dancing." The more reasonable view is that by removing compulsion a burden will be justly taken from those who have no desire for literary study; while the classical master will forge ahead with his chosen following, freed from the irksome drag of the uninterested.

THE Master of the Rolls, speaking at a dinner of the Court of Leeds University, discussed the position of the ancient Universities in weighty words which, coming from such a source, cannot be ignored. It is not that he criticized or attacked Oxford and Cambridge, but that he stated in clear terms what their present position is, and how different that position is from what it has been in days gone by. A new wave of enthusiasm for knowledge, he said, had arisen in the country; but the old Universities had ceased to be in touch with the main working element in the nation. Consequently to the main body of people, especially in the industrial North, the ancient Universities were no longer the centres of light and learning. In the latter, examinations had become the chief thing, and the relation between the passing of examination and the acquisition of knowledge might be remote. The new Universities had the courage to treat the industries involved in getting a livelihood as proper subjects for University teaching. At the old Universities some of the students managed to enjoy rational recreation amid stimulating surroundings and traditions with the smallest possible expenditure of intellectual energy. Of course, there is another side to this; but in the main it is true that the ancient Universities in their devotion to what they consider pure learning have drifted apart from a very large and important section of the

Trinity College, Dublin, to be "inspected."

The Twentieth Century Renaissance.

intellectual life of the nation. The tragedy is that they are unconscious of this and still fondly think that they lead thought and enterprise.

THE Society of American Women in England is promoting a scheme under which English lady students shall be encouraged by means of scholarships to study in American Universities and American lady students shall, on the same terms, come to Girton and Newnham. The matter will be brought before the biennial congress of the General Federation of Women's Clubs of America in June of this year. So much encouragement has been given in high and influential quarters to the scheme that money will certainly be forthcoming to justify a modest beginning. And before long it is hoped that the millionaire will be found to extend to women the international scheme of education that Cecil Rhodes has made possible for men. The ultimate ideal is the foundation of two scholarships to English Universities from each of the States of the Union. In this way there would be a number of women in America who were familiar with England and English ideals. We can have nothing but cordial approval for such a scheme, which must help to bring into closer union two great English-speaking nations.

IN the *Morning Post* Mr. Arthur Benson carries the war of salaries into the highest regions, "putting out of sight the half-dozen leading public schools." An assistant master, he says, cannot marry for many years, unless he have private means; but in this case he will not have chosen the profession of schoolmaster. Even the house-master plum is not what it used to be. Mr. Benson tells us that with the growth of luxury the house master's profit has been woefully diminished. There is in consequence little left to attract the University man who has brains enough or capital enough for other professions. It is, of course, best to find men who care nothing for filthy lucre; "but enthusiasts and idealists are rare, and they are not always practically effective in a profession where vigour and common sense are the most desirable qualities." "The question of payment lies at the root of the matter." A schoolmaster should "be sure of a rising income and a pension." If things are so bad in the schools with which Mr. Benson is familiar, what must be the position in the hundreds of smaller and poorer schools, which are attempting to educate the brains of the nation without social distinction? A Civil Service system of pay, increment, and pension, coupled with a choice of men for human rather than for intellectual or athletic qualities, would seem to be Mr. Benson's proposal for a cure of existing evils.

LOCAL AUTHORITIES.

THERE has been a feeling prevalent for some time, not only in the county itself, but also among other Education Authorities, that the Kent Education Committee was unnecessarily lavish in its administration expenses. This feeling caused the County Council to invite its Education Committee to consider the matter and to report upon it. A careful and detailed report is the result, signed by the Chairman, Sir William Hart Dyke. It is argued that the system of centralization adopted in Kent, while necessitating the employment of a larger number of clerks, has effected a great economy in cost. For example, the Stores Department, which employs the largest staff, calculates that a saving in cost of materials to the extent of £10,000 per annum has been effected. Certain minor savings are suggested by the Committee in the direction of reduced staff, but on the whole the report assures the Council that the money is wisely and necessarily expended, and asks that the present

system may have continued support and approval. It is no doubt wise that administration expenses should be carefully watched. They have a tendency to rise beyond the necessary minimum. On the other hand, it is well known that the desire to keep these expenses down results in some areas in putting an undue pressure of work upon the clerical staff. In the matter of inspection Kent does not appear to be extravagant compared with several other Authorities. We find the name of one inspector only given in the list of officials, and there are only three assistant secretaries. The number of the whole staff amounts to ninety-three, and the expenditure to about £550,000.

It is not easy to overestimate the importance of teaching a trade to boys. Many existing labour troubles are caused by the desire of the parents to make their boys earn money as soon as they leave school, or of a desire on the part of boys for independence. The boy who leaves school and begins to earn money at once as an errand boy or a van boy, or by selling newspapers or matches in the street, joins, when he grows older, the immense army of unskilled labourers or the very large contingent of loafers. But it is hard to convince boys and parents of this: the immediate gain seems so important. Mr. Graham, Secretary for Higher Education in Leeds, is fully convinced of the need. He has seen on the Continent trade schools that are probably better than any we have in England. But he has not held his office long before he has had the satisfaction of seeing a trade school opened in Leeds by the Education Authority. To this school boys of thirteen may go for a short technical course before they enter the workshop proper. The old system of apprenticeship has, if not disappeared, at any rate become so modified that under it a boy has no full opportunity of learning a complete trade. The establishment of this school in Leeds is the direct outcome of a visit paid by members of the Leeds Education Committee to a similar school at Neuchâtel. Here it is frankly admitted that Switzerland had evolved something good that might be applied to our own needs, and it has been applied. This movement in Leeds is certainly one that deserves close observation on the part of other Authorities.

WE have received from the Director of Education of Staffordshire a report of field experiments conducted in that county and in Shropshire, together with a report of the season's work at the Harper-Adams Agricultural College at Newport, Salop; and a report of the work done in reference to agricultural education in the county of Wiltshire, including a report of the Dauntsey Agricultural School. These documents not only show a record of useful work accomplished, but also contain in themselves much interesting information to the agriculturist and the horticulturist. Full details of important experiments are given. Much local interest is chronicled. Such work, even if it does not succeed in "bringing people back to the land," at any rate, tends to make the position of dwellers on the land more interesting and more remunerative. The Wiltshire report deals with butter, cheese, farriery, bees, poultry, horticulture, the care of horses, and agricultural processes. The Staffordshire report deals principally with field trials and manurial experiments. It is also stated that the Committee place the services of their Agricultural Instructor, Mr. Rushton, at the disposal of farmers in the county, as far as time permits, to advise upon insect pests, uses of manure and their valuation, feeding stuffs, management of land, diseases of crops, and similar matters.

THE twelfth report of the Kent Education Committee recommends a grant towards a new secondary school for boys at Bromley, and announces the opening of a new county secondary school for girls at Folkestone.

Kent. The scale of salaries for head mistresses of county schools has been improved, and that for assistant mistresses is under consideration. The Committee recommend that as far as possible there should be uniformity in the matter of badges in the county schools. It is suggested that the design should in all cases consist of "the Kentish Horse, i.e., a white horse on a red ground, quartered with the name of the town in which the school is situated." The Principal of Wye College states that the number of students in residence is 97 (42 from Kent, 17 from Surrey, and 38 from other counties). Mr. F. J. Plymen, one of the assistants in the chemical laboratory, has been appointed to the Professorship of Agricultural Chemistry at the Nagpor (India) College of Agriculture. An incidental proof of the high estimation in which the college is held may be found in the important posts to which members of its staff are from time to time promoted. The county Instructor for Poultry Rearing states that much interest is taken in his lectures, and that his work has been of great use in several centres. One part of his work is to deal with the treatment (or the prevention) of diseases in birds. It appears from the report that there is no law to prevent the sale of diseased birds. This seems to be an anomaly, compared with the care taken as to the sale of butcher's meat.

Private Schools in Berks. THE Berks Education Committee have issued a scheme for higher education. New secondary schools are not to be provided until account has been taken of the private schools in the area that apply for recognition. The conditions on which recognition is accorded to private schools are liberal, and seem likely to result in an economy to the ratepayer. So far as we recollect they go beyond what any other Local Authority has offered to this class of school. A private school may apply for recognition—it will then be inspected by the University of Oxford at the cost of the Authority. The Committee will also need to be satisfied by its own inspector that the buildings are at least as good as those of a public elementary school. If the test is passed, the school will be placed in the directory as a school supplying a fixed number of places for a given area, and offering efficient instruction of a definite character. A statement of the staff, curriculum, accommodation, and successes of the school will be included. Such a school may retain county scholars and share in the benefits of any system of peripatetic lectures and the like that may be established. Further than this, application may be made by a private school for a capitation grant not exceeding £2 on each county pupil. Before the grant is made the Committee must be satisfied that the school provides an efficient education and one sufficient for the needs of the area, that the fees are reasonable, that the staff is efficient and adequately paid, and that the school is conducted under a conscience clause. A statement of accounts will also be demanded showing that the capitation grant has been expended on additional equipment or increased efficiency of staff, and that no part has been allocated to private profit. The Committee may appoint a visitor who shall confer with the proprietor on matters of policy.

Agriculture and Drill in Surrey. A GOOD deal of discussion has been raised in Surrey with regard to the Agricultural College at Wye. As the buildings are in Kent (which county, together with Surrey, is responsible for the maintenance) and as it happens that at the present moment there are comparatively few Surrey students in the college, the feeling has been somewhat widely expressed that the Surrey grant ought to be discontinued. The recent Report of the Surrey Education Committee gives a full account of the establishment and progress of the college, of the work done and the influence exerted on the agriculture of the county. The County Council held that the report was satisfactory and justified a continuance of the grants. This conclusion seems to us to be entirely right; but it is, unfortunately, not always easy to convince the rate-payer of the need for an expenditure of which he sees no tangible and direct results. Wye College, like all institutions of University rank, is expensive: its influence is undoubtedly great, though it may be difficult to express it in pounds, shillings, and pence. Another point of interest in the report of the Education Committee is the acceptance of an invitation given by Quarter Sessions to appoint a committee "to consider the question of giving instruction in military drill and the use of the rifle in all schools receiving grants from the public funds, and of encouraging rifle clubs and rifle shooting in the county, and to report thereon." The invitation is accepted with caution; and the need for the exercise of care and tact and the avoidance of laying additional burdens on the rate-payer are insisted upon.

Scholarships in the West Riding. FROM the West Riding of Yorkshire we have two further handbooks (the first nine of these handbooks we spoke of in a previous issue), dealing with pupil-teachers and with scholarships. Six hundred pupil-teachers are offered for competition in the current year. The payments are (for boys) in the preliminary years £10 and £12 respectively; afterwards, £17, £20, and £24; for girls, £8, £10, £20, and £24. There are also travelling expenses or allowances (the latter may go towards the upkeep of a bicycle), grants for books, &c. The list of scholarships, free studentships, and exhibitions seems singularly complete. We give one or two extracts to show the wide ground covered. Scholarships of the value of £40 are offered to women to enable them to take a course of training as teachers in domestic subjects, kindergarten, and the like; or in commercial subjects and secretarial work. Candidates must be over eighteen years of age, and in the case of those intending to become teachers must "speak distinctly." Coal mining exhibitions are offered to enable practical miners to attend special courses in coal mining or in electricity applied to coal mining at the Leeds University. In case any deserving candidate does not find the scholarship suitable to his needs, there is a special clause stating that the Committee will grant exhibitions not exceeding the annual value of £60 to an approved applicant for a Special Course, Special Talent, or Travelling Scholarship.

CORRECTION.—In the account of the French Professors at the Mansion House, Miss T. Franks, of the Kennington High School, was named among the prize winners. "Kennington" was a misprint for "Kensington."

REPORT OF REGISTRATION COUNCIL.

THE Report of the Teachers' Registration Council for 1905 is a document that may be read in two opposite senses. To one of our contemporaries it is a record of steady progress; to another it spells collapse. Before attempting to decide between these two conflicting interpretations we will rehearse the principal facts. Column A is a *caput mortuum*. There are in the offices of the Council entered upon cards the names of some sixty thousand certificated teachers; but no attempt has been made to keep the list up to date, and the question addressed by the Council to the Board in May, 1904—"How is the Order providing for a Register of Teachers, set forth and published in alphabetical order, to be carried out?"—has never been answered. The Report pronounces the initial scheme as drafted under the conditions imposed by the Act of 1899 impracticable and impossible to work; and so far exonerates the Board.

In Column B there were on December 31, 1905, registered 10,459 teachers—5,113 men and 5,346 women—and of these 2,788 were enrolled during the year. At first sight these figures may seem to denote steady progress, and they justify the carefully qualified satisfaction expressed by the Council, that the initial stages are proving not devoid of encouragement. To have enrolled nearly half of the existing secondary teachers of the kingdom is, indeed, a first step. It is only when we come to analyze the figures that we perceive the rottenness of the foundation. Of the 10,459 registered teachers only 230 have satisfied the permanent conditions. As to the bulk, all that registration implies is that either they have been acting teachers for three years in a recognized school, or that they have served for ten years in any secondary school and shown ability to teach, or have been for a year heads or joint heads of a recognized school.

It might be urged that, inadequate as are the qualifications so far insisted on, yet, like the Medical Register, the Teachers' Register would automatically purge itself, and that, at the end of twenty or thirty years, we should have an official roll of fully attested teachers. Unfortunately, the statistics hold out no such promise. Less than a tenth of those on the Register have received even the minimum of training implied by holding a Teacher's Certificate, and of this tenth less than 10 per cent. are men. Nor is there any sign that the movement for training, among men teachers at least, is spreading. The number of male students in residence at one or other of the institutions named in Appendix D was 123. This is, indeed, nearly double the corresponding number for 1904; but a single Catholic institution accounts for 53. Only two boys' schools, both under the management of the Society of Friends, have been recognized for the purpose of Regulation 3 (2) (ii.) (the student-teacher clause). It is not to be expected that head masters untrained themselves will undertake or provide for the training of apprentices. There is no motive power to set the machine going.

There is more in the Report to be noted and commented on, but we have carried our analysis far enough to uphold the sentence of "collapse" pronounced by the *Morning Post*. The main object of the Board in framing a Register was to secure a supply of qualified teachers for secondary schools, and they would stultify themselves were they for a third time to extend the temporary conditions, and so affirm that they considered training only a counsel of perfection. Without some radical change in the conditions, it is inevitable that after next July the Register will be gradually starved and die of inanition.

The duties of the Registration Council are purely administrative, and it is no business of theirs even to suggest changes in the constitution. Yet they hint not obscurely where the fault lies, and in what direction the remedy is to be sought. They go at once to the root of the matter. "Until the financial prospects of secondary teachers improve this difficulty will remain to be reckoned with." Teachers, they believe, are not unwilling to be trained, but they cannot, most of them, afford the expense. But a general rise in salaries would not of itself secure training. There must still be some legal or official sanction. "It is highly questionable whether the movement towards Registration will become general until the Board is prepared to state that no secondary school in which the head master and a fair proportion of the staff are not registered teachers will be eligible as a grant-earning institution." This is a proposition which we ourselves have more than once made in almost identical terms. But

when we ask why the Board have not adopted it, why they have even withdrawn the partial sanction that appeared in their Regulations for Secondary Day Schools, the answer is clear. They have been confronted by those Symplegades, the artificial barriers erected by their Consultative Committee, Columns A and B. To bar all teachers who are serving in an elementary school from employment in a secondary school was felt even under the late Government to be an act of injustice that could not be sanctioned.

We are thus brought to the conclusion in which all parties concerned—the Registration Council, the Board of Education, the teaching profession—are agreed: that the present Register cannot continue: it must be either mended or ended. All but the Consultative Committee, who, like the mariners in “Paracelsus,” “cling to their first fault,” and, like them, will, we fear, “perish in their pride.” They tried at starting to circumvent their reference and to put asunder what the Act of Parliament had conjoined. To satisfy the Act they ordained a dummy alphabetical list and beside it a genuine list of teachers engaged in secondary schools; but they gave no definition either of “teacher” or of “secondary schools,” and when they came to the framing of Supplemental Registers they found that definitions were essential and that any definition they might give would expose the hopeless illogicality of the original scheme. For four years they have been busy, off and on, in tinkering and botching and patching a Noah’s ark contrived to hold every teacher after his kind and to keep apart the clean and all other sorts.

The trouble began when Parliament evaded its responsibilities and transferred the problem of registration to the Board. The Board in its turn committed the task to the Consultative Committee, and the Committee has proved the staff of a broken reed. It is the old, old story of the house that Jack built. We have a new Jack in office, and Mr. Birrell is not a man to go on fumbling with a Gordian knot that his predecessors have tied. The end is not yet; but it draws nigh, and the judge stands before the door.

IS LATIN INDISPENSABLE?

UNDER the old state of affairs most schools worked on fairly similar lines, the smaller copying the greater, and all were classical to the core. Then came modern sides, which were in many cases a failure. A failure not because of the subjects taught, but because the boys that were placed on the modern side were such as had not profited by their classical instruction—a proof, if any were needed, that Latin and Greek are not suitable for all. Not only were the boys on modern sides too often flotsam and jetsam, but the teaching too often inefficient as well; consequently, even promising youths were ruined by being ill-educated, and, as a further consequence, a belief arose that a “modern” curriculum was the cause of much evil.

Now that many new schools are being started, intended to educate boys up to the standard of a leaving examination at the age of sixteen or over, we may well ask: “What is to be the curriculum? Is it to be that of a modern side; is Latin to be an alternative or shall we boldly declare that we will have neither Latin nor Greek?”

These new schools are well equipped and vigorous and are, in general, superior to the grammar schools that they are displacing. They will probably attract by degrees all boys who are not intending to study classics at a resident University. Is Latin indispensable for such non-classical pupils? Admitting that languages must be taught, is any modern tongue of equal value with Latin as an educative instrument? It is undoubtedly right for many boys to study Latin; but should all be expected to do so?

Latin is no longer used as a means of intercourse between States or individuals. If a material is needed on which to polish dull wits, Latin is not the one most available nor the one of most interest. It is advisable to proceed from the known to the unknown. So why introduce a child to Latin when English and French are more within the bounds of practical politics? And, further, it is admitted by experts that Latin should not be begun before the age of twelve; consequently, we have no time left in which to teach Latin to mathematical and science boys

unless they sacrifice periods that should be devoted to what is to be their life-study.

To those who are inclined to think that there are languages of educative value besides Latin and Greek, an abstract of the programme of the *collège* of Geneva may be suggestive: it will at least show how the Swiss deal with what we may call the problem of compulsory Latin.

LOWER DIVISION. (Classes VII. to V. Age 12-14.)

Subjects: French 5 hours, Latin 6 hours, German 4 hours, history 2 hours, geography 2 hours, mathematics 4 hours, natural history, &c., 2 hours, drawing 2 hours, writing 1 hour (in Class V. given to drawing), vocal music 1 hour, gymnastics 2 hours. *This division can be avoided by non-classical boys.*

UPPER DIVISION. (Classes IV. to I. Age 15-18.)

Classical Section.—French 3 hours, Latin 7 to 6 hours, Greek 7 to 6 hours, German 3 hours, history 3 hours, geography 2 hours, mathematics 4 to 3 hours, drawing 2 to 1 hours, gymnastics 2 to 1 hours. Above Class IV., natural science 2 hours; above Class III., diction 1 hour.

“Real” Section.—French 4 to 3 hours, Latin 5 to 4 hours, German 5 hours, English 3 to 2 hours, history 2 hours, geography 3 to 1 hours, mathematics 4 hours, natural science 3 to 5 hours, drawing 2 hours, gymnastics 2 to 1 hours. Above Class I. Italian, commercial arithmetic, chemistry can be taken.

Technical Section.—French 3 to 2 hours, German 5 hours, English 3 to 2 hours, history 2 hours, geography 2 hours, mathematics 6 to 7 hours, natural science 3 to 6 hours, drawing 6 to 3 hours, gymnastics 2 hours. Above Class II. more science is done.

Pedagogic Section.—French 8 to 5 hours, German 7 to 4 hours, history 2 hours, geography 2 hours, mathematics 4 to 6 hours, natural science 3 to 6 hours, drawing 2 hours, gymnastics 2 hours, music 3 to 1 hours. By degrees pedagogy, law, chemistry, and (in Class I. for 1 hour) practice in teaching are introduced.

Special optional lessons may be taken in English, Italian, commercial arithmetic, law, philosophy, music, shorthand, gymnastics.

In the above tables the figures (for instance, 7 to 4) mean that the hours devoted to the subject decrease from 7 to 4 as the pupil works his way up the school.

This curriculum becomes more instructive if we compare the Regulations of our Board of Education with it—the “Programme d’Enseignement” provided by the chief school of the little Canton of Geneva, with about 110,000 inhabitants, of whom some 75,000 live in the town of Geneva. Two extracts from the English programme will be enough to show how much wider the foreign scheme is than that of the Board in regard to Latin, the subject particularly under consideration.

1. The Board consider that Latin is the necessary basis of a thorough linguistic and literary training either in ancient or in modern languages.
2. The Board will require to be satisfied that the omission of Latin is for the educational advantage of the school.

The result of these suggestions of the authorities is that Latin must have an important place in the time table of many boys who can derive no benefit from it and who would have profited by an introduction to the study, for instance, of German or of history. For those acquainted with the methods of an English Government office will not be likely to waste time in trying to convince it of anything. The printed forms that the Board of Education issues can only be filled in properly by a spirit of divination: what therefore could be persuasive enough to “satisfy” it in a special case?

But schools under the control of the Board are by no means the only offenders. The very lowest type of secondary schools teaches Latin, because it is a high-class subject and “raises those who study it, if only for an hour a week, in the social scale.” For a somewhat similar reason the “great schools” insist on Latin, as being part of the education of a gentleman? Latin, indeed, they say, is indispensable, although those who are supposed to have learnt it may leave school not knowing how to write English fairly, to spell and to read aloud!

In proof of the neglect of German we may quote figures from the results of the Joint Board Examination for 1905:

Candidates.	Latin.	Greek.	French.	German
Higher Certificate ...	1,185	1,000	1,366	294
Lower Certificate ...	757	436	1,014	247
Total:—Higher Certificate,	2,143	Lower Certificate,	1,079.	

It is not that there may not be an alternative to Latin provided at some schools, but that prejudice and the exigencies of examinations prevent advantage being taken of the alternative.

Classical-Side Latin a paying Subject.

No reasonable objection can be made to boys who are going to the Universities in order to take a classical degree devoting a large part of their time to Latin. We can, however, claim that for them Latin is a utilitarian subject. It is owing to their knowledge of Latin and of Greek that they win large sums in scholarships, or obtain a degree on the strength of which they will earn their bread and cheese. In short, their acquaintance with Latin is a most valuable part of their stock-in-trade. This system of over-specialization is horrible, but nothing short of a much needed revolution will cure it; so, for the present, one-sided education must be continued for those who are narrow-minded enough to like it.

Still, it is not fair to raise the cry that subjects must not be taught for practical purposes, when it is urged that boys should learn what is of educative value and will be of use to them in after life, even to the exclusion of Latin. In Germany and in Switzerland a school course is provided without Latin: the tendency in England is to make such arrangements that no substitute has a chance.

What can replace Latin?

Of course, the substitute must not be some worthless subject. We assume that French is taken by every one, together with Latin and Greek on the classical side, and with Latin on the modern side. The non-classical boy, taking science and more mathematics than his fellows on the other side, has so full a programme that it is useless for him to attempt more than two languages, and these two, as a rule, are French and Latin.

It may be said that the hours saved from Latin, if abolished, ought to be distributed among other subjects, such as English, French, or history. No doubt, in cases where certain subjects are starved, the hours gained might be applied with profit to them; but let them not be given to mathematics or to science, which have already their full share of consideration. Two remarks will show the popular feeling towards mathematics. A student at a Swiss University was asked what profession he would adopt. "As I have, unfortunately, studied mathematics at college, all that is left to me is to become a schoolmaster." The writer once questioned a civil engineer on the value of high mathematics in his profession. "We keep a wrangler or two in the back office to work out figures and to save us time. Original designing is beyond them; but they are useful to do the drudgery!" On the whole, therefore, if a language is removed from the programme, it is right that a language should replace it, and the language that best fills the place is certainly German.

The Claims of German.

Is there any reason why boys not specializing in classics should be debarred from German? As an educative instrument German is as valuable as Latin. If learning grammar is useful, the grammar of German can be so arranged that a child can begin it at an early age, and an adult can find mental employment in it. If translation is desired, there are easy tales in German suitable for the veriest beginner. If a language is looked for that possesses a store of literature, can Latin compare with German? The boy who learns Latin at school as a secondary subject can hardly be said to make acquaintance with Latin literature. He may bungle through some Cæsar or some dreary Vergil; but he will never advance far enough in his studies to derive much benefit from Latin authors. The same applies to German literature with this difference, however, that, after leaving school, the boy may continue to read German if he has once begun it; he will certainly never touch Latin, taught as we are supposing it to have been taught. He will have the glorious field of German literature open to him—a field that no man with a knowledge entitling him to give an opinion can call inferior to Latin. An industrious person could read in a comparatively short time all the classical writings we possess; indeed so scanty is our stock of material that people have to compose Latin stories if they desire simple materials for learners to read. What Latins would say of such compositions is not easy to determine! In German we have a magnificent literature covering the whole range of human knowledge, containing what is indispensable to scientists, doctors, historians, and many others, even to the man in the street, but inaccessible to most, because they have been obliged to learn Latin and have had no time at school for German. It is no easy matter for a foreigner to learn German; it is the

work of a lifetime. If it is attempted, it must be treated with respect.

Latin almost compulsory at School.

Why, again, is every one forced to do that little Latin at school that is useless in itself and interferes with more valuable studies? There are many reasons. Tradition and the rigidity of British pedagogues account for much. We are told that the French school system cramps originality. France at least allows more freedom in choice of subjects at school and University than England, where schools seem only to exist for purposes of earning grants and for boys to achieve results wherewith to glorify their teachers. Originality is crushed by uniformity: boys are becoming a portion of the first, second, third, or fourth year's course and not human beings with a place to fill in the world. They are to look to their school as a universal provider of lessons, games, societies of various kinds—in short, as the employer of all their time during their scholastic career. This perpetual association of the same persons, pursuing the same object, destroys all individuality. Consequently, when their school-days are over, boys resemble bricks from a kiln in similarity and in inventive faculty. All thinkers know that "l'âme de la foule" exercises a stupifying effect on those brought under its continuous influence.

The unimaginative boy is not spoiled by this stereotyping process; the intellectual boy too often is. But Latin must be maintained; our system is superior to any other; let us not seek for changes! What proof have we of the superiority of our English schools? Lately, finding that a claim for any intellectual superiority is untenable, we have been forced to fall back on one stand-by character. Is it so sure that this claim can be substantiated? Let us, at least, give the new class of schools we are considering a chance to work out their own system in their own way.

Another cause for compulsory Latin is that those bodies, which insist on maintaining their own preliminary examinations for entrance into their corporations look on the subject as the hall-mark of education. Though the amount they require may be a smattering, still its imposition prevents, to some extent, the study of other subjects that might be more congenial. Thus, the Incorporated Society of Axe Grinders, the University of Pedlington, on the one hand, and the Board of Education, as well as the pedagogues, on the other, are all disputing the dissection of the boy's mental attainments at the close of his school career. What he has to be taught by his masters depends upon what these individuals decree; and, if amongst them all his future career is marred by a lack of useful knowledge, is it suprising? Latin must be maintained!

No reference to the teaching of Latin in schools lower than secondary has been made; "for I deem it unnecessary to prove" that no such school can teach Latin with advantage to its pupils.

Objections to Freedom from Latin.

People who argue in favour of Latin usually forget that those for whom exemption is claimed will never do more than learn a little grammar, do exercises and a few pages of translation badly. Consequently, it is absurd to talk of the benefit they will derive from their studies; for they will not advance far enough to learn anything of the beauties of Latin. They would derive far more benefit from reading a good verse translation of Homer, for example, in English, than they can derive from their dabbling in Latin.

Again, most of the supporters of Latin are those who have been educated on classical lines and who, if schoolmasters, have never taught any modern language. So it is absurd for them to say that German has no educative value. They are not in a position to judge. The only judges are they who know Latin and German equally well, and who have taught both. If such people are without bias, they—but only they—can deliver a fair verdict. To declare, for instance, that German is so like English that it is valueless as a mental training is merely to show one's ignorance of both languages. Compare: "He thought of going home" with "Er dachte daran, nach Hause zu gehen."

Summary.

Finally, I may sum up what this paper tries to show: Schools are intended for boys, not boys for schools; schools are neither experimenting grounds nor places in which to stagnate, but training shops for after-life, workshops that must be practical.

There is a tendency to insist on Latin for all, due in some respects to a natural revulsion from the one-sided curriculum of "A" schools. Good substitutes for Latin are easy to find, and must be found, as one of the steps required to aid in abolishing the stereotyped style of schoolboy too often prevalent. Those who have read the "Upton Letters" will recognize the type. The charge of utilitarianism brought against those who wish to include useful subjects in a school programme is not a fair one, unless it is levelled at all branches which have a definite commercial value, those branches for proficiency in which boys receive sums of money in scholarships, as well as others. Soon, too, this will be realized, and we may look forward to that good time when the study of English, French, German, science, and mathematics will be open to all, and considered of equal value and of equal importance; when we shall no longer, by forcing square pegs into round holes, end by making our pegs unfit for any holes at all.

THE PSYCHOLOGIC BASIS OF LITERARY STUDY IN SCHOOLS.

IT is sometimes remarked, with justice, that, as a rule, the teaching of literature is more defective than that of any other subject in the school curriculum. This circumstance is, in great measure, due to the fact that few teachers have taken the trouble to form a distinct idea of the reasons why the study of literature (whether that of our own country or that of foreign countries) deserves recognition in the curriculum. A clear conception of these reasons, and a strong conviction as to their validity, on the part of the teacher, would not only indicate to him what the aim of his teaching should be, but would suggest to him also particular methods which he might adopt in attempting to realize that aim.

Various opinions regarding the value of literary study in schools have been held by different writers on education. Some have gone so far as to maintain that, while the reading of literature may serve to amuse us in our leisure moments, yet as a means of training, of education, it is practically useless in a school. On the other hand, there are teachers who, while admitting that literary study is valuable, think that in a school the fruits to be obtained from it are unsatisfactory—poor and meagre in comparison with the richness of the field. Literature, they say, should be regarded not as a school subject, but as a study for later life: the boy is a Philistine by nature, and cannot rightly appreciate literature; in after life he may develop the literary sense if it be in him, but at school it must remain undeveloped. Even if a favourable view be taken, and it be admitted that a boy may be taught to perceive the "intellectual" qualities of literature—for instance, the logical qualities of coherence and continuity in a poem or treatise or essay—yet, it is said, he can by no means be trained to appreciate its "imaginative" or "aesthetic" qualities; he cannot properly value beauty of expression or of feeling. From this point of view, while it is admitted that a boy may be taught to perceive some of the more prosaic qualities of literature, it is urged that he can have no vision of it in its higher, more poetic aspects.

In opposition to these opinions, the writer would maintain that through the study of literature not only the pupil's intellect, but also his imagination and feelings—his whole human nature—may be trained and developed; and that there is in the curriculum no other subject so well fitted to achieve this particular result.

When it is said that possibly the harder and more logical qualities of a literary work may be utilized in teaching, but that its imaginative and aesthetic qualities cannot; when it is said that the study of literature in schools may possibly be a means of training a boy's intellect but cannot cultivate his imagination or feelings—to say this is to commit the serious psychological error of making an abstract separation of "mental faculties" where no real separation exists. There is no concrete state of mind that consists merely of reasoning or merely of imagination or merely of feeling: though we may distinguish between different aspects of consciousness, yet they do not operate apart from one another—the mind is a unity. And in a work of literary art the intellectual, the imaginative, and the

emotional elements of human nature work in particularly close association and harmony: the artist puts *himself* into his work, himself considered not as a congeries of distinct "faculties," but as a whole-souled being, as compact of conception, of imagination, of feeling—each of his "faculties" being related to the other, and all blending and harmonized in the finished product of his art. No other subject included in the school curriculum presents the pupil with material that is so "rammed with life"—so penetrated and inspired by the united action of all our faculties; and it is just this close association in it of intellect, imagination, and feeling that constitutes the special value of literature as a school study.

Remembering this connexion, and the fact that our faculties do not operate apart from one another, we may feel sure that, if we succeed in conveying to a pupil a sense of the intellectual qualities of literature, of the coherence and order and restraint that characterize a work of art, at the same time we shall have succeeded in conveying to him a sense of its imaginative qualities and its æsthetic value.

In other words, in the teaching of literature the imagination and the feelings may be cultivated *through the intellect*.

It is impossible to describe briefly what the distinctive function of imagination in literature is; but perhaps the best description in general terms would be to say that its function is to inspire atmosphere—an appropriate medium in which the creations of the artist may live and move. Atmosphere, it may be said, is the very life-breath of all literature (and of all art), just as it is of our material existence, and it may be admitted that only in so far as a pupil is inspired with the atmosphere of a book is the teaching of literature quite successful. If it be said that the imagination refuses to be coerced, and that therefore it is impossible to compel a pupil to breathe the atmosphere of literature, the reply may be made that in reality there exists no necessity for such compulsion; that just as, in the material world, given the necessary bodily organs, we cannot but breathe the atmosphere of the place in which we are, so, too, in the world of literature, given intellectual comprehension of the book that we are reading, we simply cannot help breathing its imaginative atmosphere.

It is the more special function of the intellect, in creative literature, to impart suitable form and design to a work, so that the exposition of its subject-matter may be marked by continuity, coherence, and unity. If a pupil shall have been led to perceive this unity of thought and structure in an imaginative work, he will have been brought a considerable way towards feeling the correspondent harmony of atmosphere.

Suppose, for instance, that a class is reading one of Shakespeare's plays, in all of which there appears the greatest complexity, while at the same time amid the diversity there is an underlying unity which serves as link of connexion throughout. This unity of thought a pupil should be brought to see in each of the details that it governs; it will be seen often in those details that apparently are most irrelevant to the main issue. Thus, in "As You Like It," the lyrics with which the speeches are interspersed would seem, on a first view, to be quite unrelated to the main idea of the piece. Yet they are not really so. Take the first verse of Amiens's song:—

Blow, blow, thou winter wind !
Thou art not so unkind
As man's ingratitude ;
Thy tooth is not so keen, ●
Because thou art not seen,
Although thy breath be rude.
Heigh-ho ! sing heigh-ho ! unto the green holly :
Most friendship is feigning, most loving mere folly.
Then heigh-ho the holly !
This life is most jolly.

Than this lyric what could seem more spontaneous, purposeless, artless? Yet throughout it, appearing in each sentence, there runs a thought that is intimately connected with the "plot" of the play—the song, one may say, so far as its matter goes, being a commentary on the banishment of the Duke, a contrast of his former with his present condition. Now, a pupil who had been led to perceive this connexion, as regards its thought, of the song with the story, with the play as a whole, could not but feel—though perhaps quite unconsciously—how finely the atmosphere or spirit of the song accords with the atmosphere or spirit of the play: his imaginative and æsthetic nature as well as his intellect would be touched.

Suppose, again, that a class is about to study Goldsmith's poem, "The Deserted Village." By his own previous study, the teacher himself will have realized that the spirit of this poem is in many respects of an intimately personal kind, significant of the circumstances of the poet's life and the conditions of his character; and with these circumstances and conditions the pupils, if they are to breathe freely and fully of the atmosphere of the "deserted village," must have previously been made acquainted: their imaginative and æsthetic nature may be reached through the understanding. As a step, then, preliminary to the reading of the poem, and taken with a view to inducing in the pupils the right mental state, the teacher may begin by describing, in an easy conversational manner, such circumstances of Goldsmith's life and character as find expression in the spirit of the poem. In the course of this narration the teacher will, wherever possible, quote by way of illustration any lines that may seem to him to breathe the essentially characteristic feeling of the poem. Goldsmith, as a boy, was educated at Lissoy, a small village in Ireland, with which the "deserted village" of which he writes has generally been identified. After he left Lissoy his life ran a somewhat troubled and erratic course. He was of a careless and improvident disposition, which frequently led him into financial difficulties. He tried various means of earning a livelihood, and at length settled down as a writer in London. While struggling to achieve success in his calling, in the midst of the bustle and noise of the London streets, he thinks with pleasure and longing of the quiet village where he had spent his boyhood. The thought of the peaceful beauty of its scenes, contrasted with the struggle and the squalid environment of his later life in London, stirs in him a wistful regret and a deeper sense of the simple pleasures of country life. Such illustrative lines as the following may be quoted:—

In all my wand'rings round this world of care,
In all my griefs—and God has given my share—
I still had hopes, my latest hours to crown,
Amidst these humble bowers to lay me down.

Or, again, the lines beginning

O blest retirement, friend to life's decline,
Retreats from care, that never must be mine!

The poet's kind and generous nature and his own hard fight with poverty lead him to sympathize with the poor and lowly, and the poem is permeated with this feeling. The scenes and the characters with which Goldsmith had been familiar in his boyhood are drawn with a sympathetic touch. The teacher's first aim will be, by dwelling on these and kindred themes, to suggest to his pupils the mental atmosphere of the poem. The next step in the teaching will consist in detailed reading by the class, in the course of which the logical connexion and sequence of thought in the successive parts of the poem will be shown, and words and phrases will be explained with a view to making the ideas and images more clear and vivid. The final step will consist in the continuous and expressive reading of the poem as a whole. All through the teaching the direct appeal of the teacher is to the pupil's understanding; for, as has been remarked above, if a poem (or any work of art) is thoroughly understood by a class, its atmosphere or life-spirit will be breathed, and the highest aim of literature teaching will then have been realized.

The imagination and feelings are trained not directly—from the nature of the case such direct training would seem to be impossible—but indirectly, through the intellect. And no subject is so well adapted as is literature to the task of so training them, because there is no other subject in which the qualities of imagination and feeling together are so predominant, or where they are so closely interwoven with the intellectual fibre of the matter taught.

W. MACPHERSON.

MR. BROOKFIELD'S story concerning the Sermon on the Mount recalls a more recent experience. A lady complained to her rector of the unintelligent way in which the responses were said or sung in church by the school-children: they evidently had no notion of the meaning. The rector indignantly denied the charge and agreed to submit the head class to a test. The first question put by the lady was: "What do you mean by 'the noble army of martyrs'?" Dead silence. Question repeated: "What is meant by 'martyrs'?" At last a small boy, waving his hand: "Please, Miss, I know: father grows 'em in our garden" [tomatoes].

JOTTINGS.

THE Education Estimates for the financial year 1906-7 amount to a grand total of £13,139,600. The advance under the head of "Elementary Education" is automatic, but there is a considerable increase in the grants to be made in respect of training and secondary schools. The following are the principal items (we give in each case the amount of increase):—Grants for training of pupil-teachers and pupil-teachers' centres, £110,916; maintenance of training colleges, £33,916; building grants to training colleges, £5,000; pupil-teachers' centres and instruction of pupil-teachers not in centres, £72,000; grants for secondary schools, £97,000; contribution towards local science and art scholarships held in secondary schools, £23,800. There is, further, an estimate of £87,000 for revision of grants for secondary schools under Sections 32 to 38 and 40 of the Regulations. The Office of Special Inquiries still starves on a pittance of £2,000.

IN the obituary notices of Charles Savile Roundell no mention was made of his connexion with Harrow; yet Harrow was, as it were, the golden thread that linked together a long life of varied activities. C. S. Currier—he assumed the name of Roundell in 1851—was head of the school in 1845, when Dr. Vaughan succeeded Dr. Wordsworth. He got his cricket cap in 1844, and was head of the Eleven in the two following years. We can vouch for a well known story of his captaincy, having heard it from his own lips. A fond mother, about to take her son from Lord's because his nose bled, was stopped by Currier with: "Madam, no Harrow boy leaves the ground while there is a drop of blood in his veins." When he was a Fellow of Merton he started an Essay Club, at Harrow, to which the *élite* of the Sixth were admitted, and was never absent from the meetings held over a term. Tradition says that the club did not survive a two hours' essay read by the founder. He is immortalized in the amebian eulogy, the joint production of E. E. Bowen and E. M. Young. *Thyrsis* (Mr. Bradby) boasts:

"Jucundumque bonumque vocat me Roundelos; æquis
Roundelon audivit nisi vere et sane loquentem?"

He was for nearly half a century a governor of the school. Mr. Roundell was an occasional contributor to this journal; and his charming recollections of Miss Swanwick will be fresh in our readers' memories.

THE following is a specimen of English as she is wrote by an Italian professor:—"Sir, I have the pleasure to inform you that there are some years I founded here an Establishment for the ploughing of marble. The works are delivered very perfect under all reports, because the execution is directed by a technical personal very competent, and at very low price and that for the great economy that I have on the rough marble, having quarries and saw-mill on the place. The speciality of my Firm is chiefly a reach assortment of decoratif works in patinal marble, imitating the antic authors, copying scrupulously the different styles of various epochs. Having at my disposition quarries of marble, I can furnish you very big orders in rough and sawed marble at very low price, with the same exactitude and breve time. I beg you, therefore, Sir, to be so kind to adress you to me at first as tittle of trial and I am sur that you will be very satisfied. Projects and preventives are prepared gratis on demand. Awaiting your previous orders I am, dear Sir, very truly yours."

THE Modern Language Association are arranging for a return visit of their French *confères* at Whitsuntide. The University of London will take a leading part in the reception and entertainment of the guests.

M. THÉODORE JOVAN, in a recently published work on "The Errors of Feminism," relates the experience of his friend, an Inspector. A class of girls, ages between ten and twelve, were being examined in a French elementary school. Their answers on the chemical composition of an egg and its dietetic value were brilliant; but when the Inspector put the prosaic question: "How long does it take to cook a soft-boiled egg?" the answers varied from a quarter to three quarters of an hour.

WE have received a circular, signed by Canon Barnett, Mrs. Bryant, and other influential persons, addressed to managers of schools and teachers. It is a strong protest against the movement associated with the name of Lord Roberts, and an appeal to them to inspire the rising generation with the true spirit of patriotism by teaching the arts of peace, not of war. Our older readers will remember a similar protest against military drill in schools made some years ago by Sir Joshua Fitch in this journal. We sympathize with the peace promoters, but only in part. The schoolboy is by nature a Jingo, and prefers "Barraek Room Ballads" and "Stalky & Co." to "The Happy Warrior" and "Settlers at Home," and it is

the function of the educator to crush "the ape and tiger." On the other hand, we hold that rifle-shooting should be in every way encouraged, and to suggest a connexion between the use of firearms and hooliganism appears to us extravagant. It should not be difficult to demonstrate that such warlike preparation is prompted solely by a desire for peace. The most pacific nation in Europe, the Swiss, are the keenest at rifle practice.

IN the report of an interview with Mr. Birrell, by Mr. Herbert Vivian, a cryptic utterance of Mr. Winston Churchill is recorded:—"He took up a volume of Matthew Arnold's poems. . . . Then he clenched his fist, and exclaimed in a loud voice: 'Curse these public schools! Curse these public schools! What a terrible handicap they are in the way of education!'" The curse provoked the *obiter dictum*: "I scarcely knew what to say to him, but I was profoundly impressed by his manner and attitude."

THE London Chamber of Commerce has decided to hold an examination in Esperanto. The date fixed is May 30, and the syllabus is the same as for modern and foreign languages.

A. B. writes: "There is, to my taste, a more offensive form of literary affectation than the importation of French and German words on which you recently commented—to wit, the revival of euphuism. I cull a few specimens from the *New Rambler*: Joints in the butchers' shops are 'eviscerated beeves'; gypsies are 'our Egyptian nomads'; a water lily is 'the vestal lotus of our fishponds'; the explanation of laughter is 'the *rationale* of cachinnation'; disliking kissing is 'averse to osculation'; tea is 'the Chinese herb'; and young ladies are 'nymphs.' I think, too, that an author who complains so bitterly of being misquoted by his critics should be more careful when he quotes himself. This is how a famous line of Musset appears:

'Une immense esperance à traversée le monde.'

A propos of the London Charlottenburg, a problem to which Mr. Birrell is giving his attention, it is worth while recalling a speech made by Sir Martin Conway at the last prize distribution of the Sir John Cass Institute. With regard to the bogey of Germany, he did not believe that the Germans were a whit less scientific than Englishmen or that German workmen were better educated than English. The real struggle was between German Universities and those of the rest of the world, and that was where Germany beat England. The relatively great number of business and manufacturing managers which the German Universities turned out was a momentous fact. It was the usual thing for Englishmen to say that they would put their sons into business young and let them learn for themselves by practical experience; but in Germany it was recognized that the science of business was not a thing that could be picked up by any one who was prepared to "muddle through."

THE Worshipful Company of Goldsmiths has made a grant of £1,000 to the Building and Endowment Scheme for Bedford College, London. The Worshipful Company of Grocers have granted £25 for the same purpose. Three more donations towards the Queen's special list of £100 contributions have been received since the last announcement—from her grace the Duchess of Marlborough, Mr. and Mrs. Henry Yates Thompson, and the Right Honourable James and Mrs. Bryce.

THE Council of the University of Liverpool have appointed to the new Chair of Classical Archaeology Mr. R. C. Bosanquet, who has for the last six years been Director of the British School at Athens. One condition of the appointment is that the Professor shall have leave of absence for at least one term in the year for the purpose of conducting practical research work.

OBITUARY.

MISS HENRIETTA MULLER.

MISS HENRIETTA MULLER, who died on January 4 at Washington, U.S.A., was at one time one of the hardest workers on the London School Board, and in a real and intimate sense the friend of the women teachers to a singular degree. She was born in Valparaiso, and her education was for the most part not that of the school. She was one of the early Girton students who when past girlhood eagerly embraced the new opportunities for the higher education of women. She ever set a high value on what the College did for her, though she passed out with the moderate distinction of Third Class Honours in the Moral Science Tripos. Soon after, in 1879, being urged by Mr. and Mrs. Henry Fawcett, she stood in the then huge Lambeth

(Continued on page 258.)

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PUPIL-TEACHERS IN SECONDARY SCHOOLS.

AN important conference on this subject, convened by the Association of Head Mistresses, was held on February 24 at the Notting Hill High School. A full report will be found in *Education*, March 9. No one who attended can fail to have been impressed by the practical character of the proceedings and the ability of the speeches. The resolutions to be proposed had been carefully considered in Committee and the speakers chosen. There was no beating about the bush. The Head Mistresses meant business. The first resolution ran: "That all pupils from elementary schools should, before entering a secondary school, be (1) interviewed by the head of the secondary school, who will judge of their general fitness, and, if she deem it advisable, examine them by means of papers; (2) examined by the medical adviser of the secondary school and refused if lacking in essentials." The first part was carried unanimously; to the second part Mrs. Bryant demurred, on the ground that Local Authorities would not accept such a condition.

The second resolution carried was: "That for the present it is in the best interest of elementary schools that the ranks of teachers in these schools should be largely recruited from pupils who have received all their education in secondary schools and gained probationer scholarships from those schools." Resolutions followed demanding a course of at least five years in a secondary school for intending pupil-teachers, and insisting that such pupils should not form a separate class, but be in such a proportion to the ordinary scholars that the influence of the secondary school shall predominate.

On the vexed question of half-timers there was no unanimity of opinion. The necessity of some practice in the elementary school at an early age was affirmed, but a wish was expressed that the hundred attendances now enforced by the Board might be reduced to fifty. The conference made it clear that the Head Mistresses have welcomed this new class of pupils and are bent on making the experiment a success. There could be no better augury for the future of national education.

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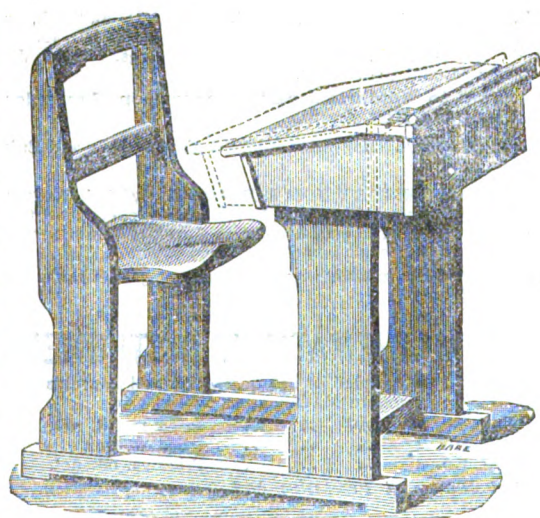
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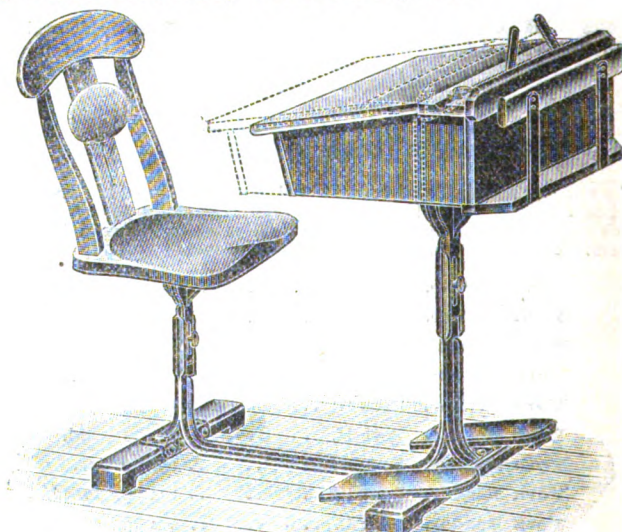
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THE COMING EDUCATION BILL: A PRELUDE.

OUR columns during the last few months have been largely occupied with what is known as the religious difficulty in schools, and in attempting to summarize the pronouncements in the press of the various leaders of religious opinion we have indicated pretty clearly where, in our opinion, the true solution of the difficulty is to be sought. But, before the Bill is introduced and we are immersed in the troubled waters of party conflict, we shall do well to consider the broad principles involved, and see how far it is possible to combine the conflicting ideals of compulsory State-controlled education and respect for the individual conscience.

And first we may clear the ground by ruling the secularists out of court. It is true that this party is supported by the extremists of either side—by Dr. Stanton Coit and the Moral Instruction League, who hold that religion is a private matter with which the State has no business to intermeddle, and by the Bishop of Birmingham and the ultra-Anglicans who would prefer secular to undenominational teaching as the lesser of two evils. This position may be logical, but it is not practical politics. The vast majority of the nation are in favour of religious teaching of some sort, however widely they may differ as to the quality and the methods of imparting it.

Let us next consider the position of the opposite extreme—though, as we have shown, extremes may meet in their conclusions. Denominationalists appeal to the broad principle of parental rights. Their case is briefly this: A man is bound by Nature to provide education as well as food and clothing for the children whom by his own act he brings into the world; he has a right to educate his children in such a way as his conscience directs; the State has no right by taxation to take away from him the means of so educating them, and to force upon him the education which is approved by the majority, but to which he objects. If it is answered that the State enforces only the essential minimum of secular education, and provides religious education which satisfies the majority and which the dissenting minority may take or leave as they like, our supposed parent will rejoin: "You offer me a stone for bread.

Religion is not an extra, like music or dancing, but the very essence of *my* education, and a non-religious education is to me nothing, or worse than nothing—a training in godlessness."

But it is clear that this contention cannot be seriously maintained. Pressed to its logical conclusion it would involve the maintenance by the State of separate schools or departments for the hundred and odd religious sects enumerated by *Whitaker*. Ignorance is a danger to the community, and the State is bound to see that every child is educated, no less than clothed and fed. The education that it supplies must be in conformity with the best thoughts of the best minds and must be approved by the majority of the nation. All that the minority can insist on is that their children shall not be forced to learn anything that offends their religious convictions. That they are compelled to pay rates and taxes in support of what to them appears the propagation of false doctrine, if a grievance at all, is, it seems to us, an irremediable grievance: it is part of the incidence of citizenship. In the same way the Quaker pays for the support of an Army and the Faith Healer pays for officers of health. If Peculiar People disapprove national schools, their remedy is to establish schools of their own or expatriate themselves.

If we are agreed to eliminate the two extreme parties, the problem is greatly simplified, though still complicated by existing conditions produced by previous legislation. The appeal, on all sides, is to the parent; but, unfortunately, a *plébiscite* of parents is not possible, and amid the din of voices the parent alone has not made his voice heard. Yet surely this silence is significant and can hardly be misinterpreted. It means that the vast majority of parents are perfectly satisfied with the teaching given in provided schools—what used to be styled "Board-School religion"—and, as far as the teaching is concerned, desire no change.

Mr. Birrell, when asked what he meant by undenominational teaching, answered: "Dr. Temple's Rugby sermons"; and the recently published "Life" reminds us of the memorable sentence of Dr. Temple, uttered when he was still an Inspector of Schools: "It is a mere exaggeration to say that religious teaching imperatively demands a denominational system; it is not true in any denomination; it is least of all true in the Church. To lay so much stress on the doctrinal teaching of children is a mere mistake." As far as parents are concerned, we may safely affirm that undenominational teaching will satisfy ninety-nine out of every hundred.

But the trustees of such schools, in whom the property is vested, have still to be dealt with; their views are not the views of parents—and here lies the *crux* of the problem. Such a radical solution as has been adopted in France is repugnant to our national temper, and we must look to some compromise between vested interests and a purely State system of education. What exact form this compromise should take is a detail that we need not discuss till we have the Bill before us. All that need here be said is that anything in the nature of confiscation is inconceivable, and it should not be difficult to conclude a bargain between purchasers who have expressed their readiness to pay the full market price and vendors who, if they refuse to deal, will be left with a white elephant upon their hands. As to the market value we may venture one remark. The claim that has been put forward by some Churchmen that, if they surrender their schools, they must in justice be reimbursed for the sum total that they have expended on building (thirty-five and a half millions is the latest estimate), is wholly inadmissible. They have enjoyed the usufruct for years, and the railway companies and farmers who have subscribed in order to escape a School-Board rate have already had their *quid pro quo*. In this connexion another sentence of Dr. Temple is most apposite: "The Council of Education have held firmly to a definite principle. Promoters of education were made clearly to understand that the public money was never given to save their pocket, but to do something which they could not do."

Lastly, as to "free entrance," which is likely to be the standard round which there will be the hottest rally of opponents of the Bill, we hope that, if conceded as a political necessity, it may be reduced to the narrowest proportions; and we say this not as opponents to sectarian teaching, but because we are convinced that any such concession is certain to prove illusory and in practice simply an abridgment of the none too long school hours. The *Simultanschulen* of Germany are a

warning, not an example. The religious tone of the school will be determined by the regular staff, and will not be perceptibly modified by the half-hour's lesson given at the beginning or end of the day by the casual visiting teacher, be he cleric or layman. For two days out of seven the school buildings are unoccupied, and, if on these days they are put at the disposal of the various denominations interested, we hold that every just claim will have been satisfied.

To revert to our main contention, we would endorse the advice of Matthew Arnold to managers of schools contained in his report for 1869:

Let them make the main outlines of Bible history, and the getting by heart a selection of the finest Psalms, the most interesting passages from the historical and prophetic books of the Old Testament, and the chief parables and exhortations of the New a part of the regular school work. This could raise no jealousies; or, if it raises some, let a sacrifice be made of them for the sake of the end in view. Some will say that what we propose is but a small use to put the Bible to; yet it is that on which all higher use of the Bible is to be built, and its adoption is the only chance for saving the one elevating and inspiring element in the scanty instruction of our primary schools from being sacrificed to a politico-religious difficulty. There was no Greek school in which Homer was not read. Cannot our popular schools, with their narrow range and jejune alimentation in secular literature, do as much for the Bible as Greek schools did for Homer?

CORRESPONDENCE.

TEACHERS AND THEIR SALARIES IN LONDON.

To the Editor of The Journal of Education.

SIR,—The writer on the above subject in your March issue stated "that the London County Council offers to assistant masters who are properly qualified a salary of £100 a year, rising by regular annual increments to £200 a year," and that similarly the salaries of assistant mistresses begin at £90 and rise to £150. It is also added "that these increments of course might be withheld, but practically they are automatic." These automatic increases only go to a certain point. Assistant masters cannot advance beyond £150 per annum or mistresses beyond £130 unless "within two years of attaining that salary the Education Committee recommend his or her advancement after report from its officers based on a review of the whole of the teacher's service." What this means may be judged from the fact that when introducing the new scheme the London County Council Education Committee stated: "We contemplate that a considerable number will in reality not be allowed to pass beyond the lower maxima, and this will also operate so as to reduce the cost of the scheme."

It is also true that the salaries of Grade III. head masters range from £200 to £400 a year, and of Grade III. mistresses from £150 to £300 a year; but when the new salaries scheme is in full working order (many years hence) 216 schools will be in Grade I., 436 in Grade II., and 193 in Grade III. The 216 head teachers of Grade I. schools who combine the duties of head and assistant teacher will be in receipt of the salary of an assistant teacher *plus* £10.

The chances of promotion in London are few. In July last 75 assistant masters were selected as suitable for promotion, but only 14 have as yet obtained headships.—Yours, &c. F. R. JOHNSON.

Assistant Secretary, London Teachers' Association.
9 Fleet Street, E.C., March 12, 1906.

HISTORICAL CHARTS.

To the Editor of The Journal of Education.

SIR,—One of the chief difficulties in the teaching of history is that, from the nature of the subject, it is very hard to illustrate by chart or diagram, although the necessity for appeal to the sense of sight by some sort of graphic representation is very great, especially where a connected series of facts have to be remembered. Every practical teacher of history knows that his class will soon lose almost all recollection of the earlier periods in the interest of a new one unless he devote much time that can ill be spared to constant revision.

This difficulty is largely obviated by "Blake's Historical Charts," published by Bacon & Co. I write to recommend their use because I find that very few teachers know how valuable they are, both for revision and for gaining the general view of a period. They are clearly coloured, and can be used with any text-book. I feel certain that in the newer method of historical teaching history lessons without charts will be considered as unscientific as geography lessons without maps.—Yours, &c.

The High School, Leamington,
March 17, 1906.

M. P. WILLCOCKS.

[We have already called attention to these historical charts.—ED.]

COLLOQUIAL LATIN.

To the Editor of The Journal of Education.

DEAR SIR,—Some time ago, in the *Morning Post*, there was a correspondence advising the teaching of Latin by a more conversational method than is usually adopted. Could you, or any of your readers, kindly suggest any book which would be helpful towards the following of this system?—Yours faithfully,

AN ASSISTANT MISTRESS.

P.S.—One feels that such a method, employed in moderation, should add considerably to the interest taken by pupils.

March 17, 1906.

LEFT-HANDEDNESS.

To the Editor of The Journal of Education.

SIR,—A correspondent asks whether to check left-handedness is to induce hesitancy of speech. Allow me to say that I regard this danger as purely imaginary—a sample of the *post hoc propter hoc* fallacy. Of my *Geschwister* two are right-handed and two left-handed. The left-handed, of whom I am one, were checked, but not the slightest harm has come to brain or speech; and, as we are now in the fifties, there has been time for proof.

I have always been glad of my use of the left hand. It has relieved my right hand and side and given me muscular balance. My left arm is still the stronger: instinctively I tackle a heavy weight with it. For golf, tennis, cricket my left hand is more effective. Billiards I can play best with the right hand. My mind hesitated about ping-pong, but decided for the right hand. Many things at the table and toilet I can do equally well with either hand. I can throw a ball further with my left hand. Altogether I am better off than a right-handed man. The shampooer at a Turkish bath reveals what the exclusive use of the right hand means: his left hand has scarcely any power. Of course, I am glad that I was prevented from drawing and writing with my left hand, as I tried to do. One seeks to pass through life without attracting attention, and a left-handed person at table or a speaker who shakes his left forefinger at me always looks singular.—Yours very truly,

March 12, 1906.

J. SPENCER CURWEN.

SUGGESTIVE QUESTIONING.

To the Editor of The Journal of Education.

SIR,—I do not know if you have noticed in "Mrs. Brookfield and her Circle" an amusing story told by Mr. Brookfield of an experience he had while Inspector of Schools. A class of children showed good knowledge of the Sermon on the Mount, but when asked whose words they were the class was silent. The vicar said they did not understand Mr. Brookfield's way of putting the question. Mr. Brookfield led the class up to the point in several ways. He wrote a word on the black-board and asked whose writing that was. He asked who wrote Paul's Epistles. The answer in both cases was prompt, but the analogy was not seized. Visitors, vicar, teachers, and inspector grew uncomfortable. At last the vicar asked leave to put the question in his own way. "Before you reply," he said, "make an obeisance, and think of Him at whose name every knee shall bow." Then the vicar asked the question, and there was a triumphant answer. Says Mr. Brookfield: "I was put aside as an incompetent Inspector."—I am, Sir, &c.,

London, January 9, 1906.

J. SPENCER CURWEN.

THE GODOLPHIN AND LATYMER GIRLS' SCHOOL, HAMMERSMITH, W.—An interesting ceremony took place at Hammersmith on March 1, when the new premises of the Godolphin and Latymer Girls' School were opened by the Duke of Leeds. The Godolphin School for Boys was opened in 1856, and helped to supply the educational needs of Hammersmith until the end of the last century, when the trustees were obliged to close it owing to the severe competition due to the proximity of St. Paul's and the Latymer Upper School. As a girls' public secondary school with moderate fees was felt to be a distinct need in Hammersmith, the trustees of the Godolphin and of the Latymer Foundation agreed to combine forces and to build a new school for girls on the old Godolphin site. The new buildings, which have been ably designed by Mr. J. H. Greenaway, comprise twelve large class-rooms, an assembly hall, library, gymnasium, cookery room, and three science laboratories, and the equipment throughout leaves little to be desired. The school stands in four acres of ground, so that there will be every facility for outdoor exercise and games on the premises. The Duke of Leeds, in his opening speech, gave an interesting account of the foundation of the charity by his ancestor, Sir William Godolphin. Other speakers were: Thos. Chamberlen, Esq., J.P. (Chairman of the Governors), the Lord Bishop of Worcester, Lord Winterstoke (Governors), Sir William Bull (Member for Hammersmith), and Miss Roberts, Head Mistress of the Bradford Girls' Grammar School, under whom Miss Clement, the Head Mistress, worked for many years. The school opened with 67 pupils in temporary premises in May, 1905, and now, at the end of the first year, registers 210 pupils.

REVIEWS AND MINOR NOTICES.

Henry Sidgwick: a Memoir. By A. S. and E. M. S. (12s. 6d. net. Macmillan.)

"An autobiography mainly in the form of letters" would be a cumbrous, but more exact, title. The editors have performed a difficult task with excellent taste, judgment, and discretion. It would seem an easy matter to string together a number of letters and documents with the necessary explanations, comments, and connecting links; but those who know the mass of correspondence that Sidgwick left behind him, the variety of his interests, and the multitude of distinguished men in Church and State and in the world of science and letters with whom he was brought into intimate relations, will appreciate not only the labour involved in selecting and arranging the materials, but also the parsimony which, by excluding all that was not strictly relevant to the portrayal of character and conduct, has brought the whole within the compass of one solid volume.

There is a letter of Sidgwick which would seem almost to have dictated the form of the "Memoir," and, at any rate, supplies a sufficient vindication. Sidgwick was all his life an omnivorous novel reader, but he writes to his sister (*aet.* thirty-four) that his taste is changing in the direction of biography:—

Novels weary me, because they are not *true*—I don't mean in a vulgar sense, but true to human nature. Now Biographies are true, at least the letters in them: the chief objection to them is that they are stuffed with facts that one wants to forget. I hear the Hare book ("Memorials of a Quiet Life") is very good; and the second volume of Forster's "Dickens," though there is too much in it about another eminent man.

In the "Memoir" before us there are few, if any, facts that one wants to forget; and the joint authors, eminent as they both are, keep studiously in the background. We gather in passing that Mr. Arthur Sidgwick was at one time a master at Rugby, and involved in the Hayman *esclandre*, and that Mrs. Sidgwick was the joint founder of Newnham College. That is all.

The "Memoir" touches so many different spheres of interest—ethics and religion, education of women and at the Universities, politics theoretical and practical, economics and literature (we name these in their order of importance)—that it would require half a dozen reviewers to do justice to it. But in this diversity of pursuits there is revealed, from beginning to end, a singular unity of purpose. Sidgwick was, from the time that he arrived at years of discretion, a philosopher in the original sense of the word—a lover of wisdom, a seeker after truth; and, though he followed false trails and was misled by lying prophets, he never swerved from his whole-hearted allegiance. In 1861 Dr. Temple offered him a mastership at Rugby, and from mixed motives (which he analyzes with his usual acute introspection) he accepted; but straightway repented: "I *know* my vocation in life to be, not teaching, but study." For three years and more he devoted himself to Oriental studies, thinking to find in a comparative study of religions "the key to all the mythologies"; but he soon discovered that a mastery of Hebrew and Arabic would only turn him into a specialist and prevent his philosophizing. So he closes his Koran and turns to Kant.

The last *ignis fatuus* (for so we cannot help regarding it), which he pursued to the end, was spiritualism. With Sidgwick it was a sort of forlorn hope. Other proofs of immortality, authoritative, historical, and philosophical, he had rejected one by one, and the last remaining chance seemed to him to lie in those obscure phenomena which, by a question-begging epithet, are vulgarly known as spiritualistic. This portion of the life is in one way the most disappointing. We cannot help admiring the self-devotion, the dogged perseverance, the perfect candour of the searcher; but as far as here appears the positive results are *nil*. If we may venture to sum up crudely Sidgwick's final attitude towards spiritualism as gathered from his letters, he would have said: "I allow that nine-tenths of the manifestations are wholly subjective and that all the professional mediums that I have seen are impostors; but the remaining tenth I cannot explain by any known laws of mind or matter, and I shall continue my investigations till I have got to the bottom of this tenth." His presidential address to the Psychical Society presents a somewhat different aspect of

thought ; but a letter to F. Myers seems to us a truer revelation of his inner mind.

As for spirit-rapping, I am exactly in the same mind towards it as towards religion. I believe there is something in it—don't know what ; have tried hard to discover, and find that I always paralyze the phenomena. My taste is strongly affected by the obvious humbug mixed with it, which at the same time my reason does not over-estimate. John King [a *soi-disant* spirit] is an old friend ; but, as he always came with the dark and talked at random, our friendship refrigerated. Still, I shall be glad to accompany you on any favourable opportunity.

We have dwelt too long on the *Schatten-seite* ; but, as Goethe says : "Wo viel Licht ist, ist starker Schatten," and in this case the shadows serve only to bring out the *lumen siccum*, the pure light of the character. It makes one think better of human nature to find men who were poles asunder from him in creed—men like Archbishop Benson, Bishop Gore, Bishop Talbot, Mr. Wilfrid Ward—recording their unqualified testimony to the purity and nobility of his character.

It is too early to determine Sidgwick's place in the history of English thought, and to form even a provisional estimate would far exceed our powers. His genius was not architectonic, and he founded no system. In analysis he was unrivalled, nor was his simply destructive criticism. With unerring judgment he discussed both the strong and the weak points of his precursors in ethics and in politics, and, what is the rarest of all gifts with philosophers, he was content to acknowledge that there were problems he had failed to solve.

On Sidgwick as an educator it is easier to pronounce judgment. To his gifts as a lecturer an eloquent tribute was paid in this journal at the time of his death ; and between his self-estimate that teaching was not his vocation and Prof. Maitland's testimony that he was a supremely great teacher the contradiction is only apparent. His open-mindedness, his suspension of judgment, his dislike to laying down the law, his paradoxicality would have been hindrances, not helps, to him as a schoolmaster ; and even at the University these qualities were unappreciated by passmen, but to keener and riper intellects he must have been the most stimulating of teachers.

As an educational reformer, few, if any, will dispute his pre-eminence. Newnham College, with its Sidgwick Hall, attests the part he bore in the movement for the higher education of women. The resignation of his Fellowship was the most effectual of all protests against the imposition of religious tests. In the development of the Moral Science Tripos and the re-constitution of the Classical Tripos he was the protagonist. To his essay on "The Theory of a Classical Education" we have recently referred ; and, although in a letter he plays the *advocatus diaboli*, and criticizes it as "inconsequent, ill arranged ; stiff and ponderous in style ; nothing really striking or original in the arguments," we can only repeat that in the forty years that have since elapsed no sounder statement of doctrine has, to our knowledge, appeared.

To discuss the place that Sidgwick will take as a letter-writer would need a separate article, and we can only touch very briefly on the style of the letters. The editors observe that they best exhibit the thoughts, aims, and character of an outwardly uneventful life ; and they add that the letters sufficiently resemble his talk to bring his personality vividly before those who knew him, and in some measure before the reader to whom he was personally unknown. The first observation we can fully endorse. The most striking characteristic of the letters is their perfect candour. With his intimate friends Sidgwick has no concealments ; he reveals his inmost self even when aware that it may be only a passing phase. On the other hand, there are but few traces in the letters of that Socratic irony, that Horatian satire, that *malice* (in the French, not the English, sense of the word) which gave a peculiar zest and charm to Sidgwick's conversation. Sir L. Stephen singles out Sidgwick and Henry Smith as the best talkers among University men of his generation, and says it is beyond his power to differentiate their qualities as talkers. But there was one obvious distinction : Henry Smith was a wit, Sidgwick was a humourist. There are in the letters flashes of humour—as, when, *à propos* of University examinations, he speaks of "the danger of exhausting our energies in the improvement of all minds except our own"—but they are rare. Sidgwick's friends could recall dozens of *mots* as apt and pointed as this which were lavished in conversation. A Girton student addressed him, at an "at

home," with : "I am so glad to meet you ! I do want to know what you thought of my last essay !" Not knowing her from Eve, Sidgwick stammered a moment, and then said : "To be perfectly candid, I don't think that you quite did yourself justice." When "Dodo" was the talk of the town, the Archbishop said to him : "You mix in literary society. Tell me, Henry, what are they saying of my son's book ?" Sidgwick—stroking his beard and looking out of the corners of his eyes : "Well, Archbishop, they do say that you wrote it yourself." We may be sure that Dr. Benson, who coined the striking phrase "the saving salt of humour," appreciated the joke. It is possible for a reader of the letters to conceive of Sidgwick as an English Amiel. To those who knew him the comparison will seem grotesque.

The Aeneid of Virgil. With a Translation by CHARLES J. BILLSON, M.A. 2 vols. (30s. net. E. Arnold.)

Ἐπὶν ἀνιχάων—an English "Aeneid" is one form in which the quest of the Grail presents itself to scholars and poets ; and the cry is still : "Italiam sequimur fugientem"—that Italy "whose margin fades for ever and for ever as we move." It is strange that Tennyson—whose genius is far more akin to Virgil than to Homer, and who has given us the finest appreciation of Virgil in any language (Dante is a worshipper, not a critic)—should not have included Virgil among his "Experiments." Had he set himself to the task of translating the "Aeneid," there can be little doubt that he would have chosen blank verse as the medium, and still less doubt that he would have justified the choice.

There have in recent years appeared two translations in this form—one by Dr. Kennedy and one by Mr. Rhoades. The first is still of use as the interpretation of a fine scholar, and is quoted as such in Kennedy's school edition, but it has little claim to rank as poetry. The opening lines may serve as a specimen :

Much tossed by force celestial he on land
And deep, for cruel Juno's mindful wrath,
Much too in war endurant, ere he might
Stablish a city, and his country's gods
Bring in to Latium ; whence the Latin race
And Alban sires, and walls of lofty Rome.

Mr. Rhoades is a scholar and a poet as well. His verse has rhythm and variety, and eighteenth-century classicalisms such as "force celestial" and "in war endurant" he abominates :

Much tossed about on land and ocean he
By violence of the gods above, to sate
Relentless Juno's ever rankling ire,
In war too much enduring, till what time
A city he might found him, and bear safe
His gods to Latium, whence the Latin race
And Alba's sires, and lofty towering Rome.

Last in the race comes Mr. Billson—

Long tossed on sea and land
By Heaven's rude arm, though Juno's brooding ire,
And war-worn long ere building for his gods
A home in Latium : whence the Latin race,
The lords of Alba, and high-towering Rome.

To adjudicate on one sample taken at random would indeed be judging a house by a brick, but we may say without prejudice that in these lines Mr. Rhoades distinctly bears the palm. "Rude arm" is a strained expression, and "build a home" misses the literal force of *inferret*, the actual carrying of the *penates*. All three translations miss the exact significance of *dum condaret*, "in founding."

The passage, however, suggests one criticism of general application. Mr. Rhoades has seven lines against four and a half of Mr. Billson. Mr. Billson's version faces the text, and his boldness in inviting this line-by-line comparison is most commendable, but he suffers grievously by stretching himself on this Procrustean bed. To force six feet into five, and that in an analytic language, is a sheer impossibility. To take an extreme instance :

Grim-knit with bolts of iron War's temple-gates
Close-barred shall be, while hellish Rage within
Ug on a grisly pile of arms, his hands
Brass-bound behind him with a hundred knots,
Shall roar terrific from blood-boltered mouth.

Here Mr. Rhoades is at his best, and gives us a true replica of

Virgil, while Mr. Billson's is but a far off echo :

War's iron gates
Stand closed. Within, upon her savage arms
Inhuman Rage will sit, by thousand links
Of brass chained back, and snarl with bloody fangs.

Let us take a more favourable specimen of Mr. Billson's work, superior this time, in our judgment, to Mr. Rhoades's, which space forbids us to quote :

O relics sweet, while God and Fate were kind !
Receive my spirit, and free me from this woe !
I have lived my life, and run my destined course :
Now underground my mighty shade will pass.
I built a famous city : I saw it rise ;
Avenged my lord, my cruel brother punished :
Happy, too happy, ah ! if Dardan keels
Had never touched our shore !

She spake ; and kissed
The bed, and, Shall I die thus unavenged ?
Yet let me die, she adds. Thus, thus I go
Gladly to darkness. Dardan ! watch this flame
And with thee take the curse of Dido's death.

But for the bitter constraint which compresses "Let the Dardan glut his cruel eyes on this my pyre as he sails the deep" into "Dardan ! watch this flame," the lines are admirable, and the translation throughout is at a high level. For one thing, the Latin order of words is skilfully preserved, and the verse is harmonious, though lacking in variety—for instance, the hypermetric line in the above is almost unique.

Paper, print, and binding leave nothing to be desired. It is a rare pleasure in these days to see an ancient classic so worthily presented, "*Sosiorum pumice mundum*."

(1) *The Poetical Works of William Blake. A New and Verbatim Text from the Manuscript, Engraved, and Letterpress Originals, with Variorum Readings and Bibliographical Notes and Prefaces.* By JOHN SAMPSON. (10s. 6d.)

(2) *The Lyrical Poems of William Blake.* Text by JOHN SAMPSON ; with an Introduction by WALTER RALEIGH. (2s. 6d.) (Clarendon Press.)

(1) Mr. Sampson has restored the original and authentic text of Blake's lyrics with an exactitude and completeness which leave nothing to be desired. "Improvement makes straight roads," says Blake ; "but the crooked roads without improvement are the roads of genius." Most of Blake's admirers have felt constrained to improve his crookedness : Mr. Sampson has restored his genius to its natural waywardness, and the result is what all unprejudiced persons would anticipate—a version of the songs more beautiful, because more individual and more spontaneous, than any contained in the corrected and grammaticalized editions ; a text which, because it was the first, is final. Here and there new readings have been discovered which give the stanzas or even the poem they occur in a wholly new significance.

To find the Western path,
Right thro' the Gates of Wrath
I urge my way ;
Sweet Mercy leads me on
With soft repentant moan :
I see the break of day.

The war of swords and spears,
Melted by dewy tears,
Exhales on high ;
The Sun is freed from fears,
And with soft, grateful tears
Ascends the sky.

In all previous editions, Mr. Sampson tells us, the word "Mercy" in the fourth line has been replaced by "Morning."

Sweet morning leads me on :
With soft repentant moan
I see the break of day.

This is next door to nonsense : but the poem, as Blake wrote it, has a meaning. After a night of storm, the sun has arisen like a conqueror ; the elements grow tranquil before him, and a soft shower falls, adding new lustre to the victorious light. Even so, the reign of violence and wrath passes away before the deeper subtler virtue of mutual forgiveness and repentance. Here, indeed, expressed with a gem-like precision and perfectness, we have the central thought, the ideal and inspiration, which gave Blake the prophet's fervour as well as the poet's joy.

The restoration of the true reading here would in itself go far to justify the arduous labour which Mr. Sampson has carried so admirably to its conclusion. Another highly interesting novelty—published by the courtesy of Mr. A. G. B. Russell—is an effusion bearing the title : "To my Dearest Friend, John Flaxman, these lines." The following are of great importance for the understanding of Blake's inner life :—

Now my lot in the Heavens is this : Milton lov'd me in childhood
and shew'd me his face ;
Ezra came with Isaiah the Prophet, but Shakespeare in riper years
gave me his hand ;
Paracelsus and Behmen appeared to me ; . . .
The American War began ; . . . Then the French Revolution com-
menc'd in thick clouds.

It is interesting to note that the Bible and Shakespeare occupy the central place in Blake's regard. They were, in fact, the dominating influences in the formation of his style ; and it is a little curious that Mr. Sampson, in his estimate of Blake's debt to earlier literature, should have mentioned neither of them. He gives, we think, far too much prominence to the influence of Milton. In spite of Blake's intimacy with Milton's work and love for its author, his own manner both of conception and expression has comparatively little in common with Milton's.

(2) Mr. Sampson's text of the "Lyrical Poems" has also been issued by the Clarendon Press in the form of a delightful pocket volume, habited in green and gold, which no one who has seen it can fail to covet ; and to this Prof. Raleigh has contributed an introduction which gives, in its way, almost as keen a pleasure as the poems themselves. And perhaps the principal source of pleasure in this most delicate piece of criticism and appreciation is the frequency with which the poems are quoted. It is as if Prof. Raleigh had walked the round of Blake's enclosure, plucking here and there a flower, and then at the last arranged them so as to enhance each other's beauty and awaken the desire for closer intimacy with the garden in which they grew. It has been objected that Prof. Raleigh has not given a consistent summary of Blake's mental position ; that he has declared himself both for and against the prophetic books ; that he denies in one place what he asserts in another. The objection is not really relevant. All who love Blake will feel gratitude to Prof. Raleigh for this preface, because after they have read it they cannot fail to love him better than before.

Cicero : Pro Sexto Roscio Amerino. By J. C. NICOL.
(Cambridge University Press.)

This little book is, first of all, a proof that the Head Master of Portsmouth Grammar School believes in annotated editions of the classics for boys. He has based his notes on practical experience in class teaching and the actual reading of the speech with a form ; and he publishes them with the clear intention that they should be put into the hands of the young. We look then curiously to see what kind of notes he supplies. Occasionally he deals at some length with a point of grammar ; but in general he is content with explaining, in the shortest possible way, often by a mere translation, difficulties insuperable to a boy without help, or matters of scholarship as to which inexperience would go astray. The tendency of the day seems to be in favour of short, crisp notes, not weighted with many references or swollen with miscellaneous learning. Such is the character of those which Mr. Nicol gives us. But, if his commentary looks slight, it is based on a familiar knowledge of Ciceronian Latin. And he has found leisure to make himself acquainted with recent labours on his subject, from the light-winged soarings of the *Classical Review* to Mr. Clark's collation of Poggio's manuscript. Only of the *Clausesets* have we discovered no mention in his pages : perhaps because he is not deeply impressed with the value of this modern aid to criticism. If we set down here a few slight pencillings made in going through his work, it is from no wish to carp at what we regard as likely to be a most serviceable school-book, but with all good will towards it. Our marginal scrawls expanded run somewhat thus :—Page ix : Why *Caius Metellus*, seeing that on page xii we have *Gaius Gracchus* ? § 6 : *quoniam . . . invaserit* ; the mood deserved a word of comment. § 25 : *intelligitur*. Not, we think : "every one knows," but rather as Landgraf, who explains "i.e. from the way in which Chrysogonus proceeded with the envoys." Cicero now arrives by inference at what he before (§ 21) merely stated as fact. So the German translator Oberbreyer has understood : "Man sieht jetzt, was ich schon oben behauptete." § 27 : *filiam*, being part of the manuscript reading, should not be printed in italics. § 46 : *senex ille Caecilianus*. In writing about Caecilius our editor has relied on Landgraf, who makes the playwright flourish c. 166 B.C. But the latest and best teaching is that Caecilius,

surviving Ennius only one year, died in 168 B.C., and that the time of his greatest literary activity was some twelve years earlier, i.e. 179-180 B.C. And Chaerestratus, the son in the play, must have been not "illegitimate," as Mr. Nicol says, but *ὑποβολιμαῖος*, "supposititious," which is a very different thing. § 54: *commode* is simply "to the purpose." "Some plausible invention" is too far from the mark. § 57: The editor refers to "the French *dans la semaine des quatre jeudis*" (sic). Littré gives only *la semaine des trois jeudis*; the difference of number is, however, less worthy of remark than the squandered capital. § 59: *ille aut ille*. Young students should have been admonished of the rareness of the expression; compare Meader, "The Latin Pronouns" (1901), page 106. § 84: *viderimus*. In explaining the tense why does Mr. Nicol ignore the received view (Roby, Kühner, Landgraf) that the future perfect in this case suggests a brief postponement? § 98: *Automedontem*. Boys would be interested in learning that Automedon for "driver" has its parallel in the English "jarvey"; although, if it be true that the original Jarvis was hanged, the appellation is less complimentary. § 104: *neque enim accusatore muto, &c.* We cannot believe that *muto* applies to *teste* as well as to *accusatore*. § 133: an *authepsa*, they surmise now, was a kind of samovar. Let us end with a hope that the scantiness of our own notes will be taken to indicate the goodness of Mr. Nicol's, and that many will avail themselves of the instruction that he offers. So will education be served.

Britain's Sea Story, B.C. 55-A.D. 1805. Edited, with an Introduction on the Building of the Ship, by E. E. SPEIGHT, B.A., F.R.G.S., and R. MORTON NANCE. Illustrated from Paintings and Designs by R. MORTON NANCE. (2s. 6d. net. Hodder & Stoughton.)

This book should be in use in every elementary and secondary school throughout the Empire, that our boys and girls may learn to what a glorious heritage of duty and heroism they are born. It is admirably got up, with good, clear print, and profuse illustrations showing the types of vessels from the earliest period to Trafalgar. There are fifteen full-page illustrations of famous events. The stories are given in the words of well known classical writers—King Alfred, Hakluyt, Southey—so that the book is happily free from modern vulgarisms. It is interspersed with ballads and poetry which should be known to every boy and girl, beginning appropriately with "Ye Mariners of England!" Of especial interest at this time is "A Letter from Will Adams in Japan, 1611." It was this Will Adams who first taught the Japanese the art of building vessels after European plans. He died in Japan in 1620. Of the Japanese he says: "The people of this island of Japan are good of nature, courteous above measure, and valiant in war." Frequent mention is also made of the kindness of the Spaniards to their victorious enemies. Kindness to the victor is far less common than consideration to the conquered.

Stories from Wagner. By J. WALKER MCSADDEN. (1s. 6d. Harrap.)

The author gives, in the order of their composition, the stories of Wagner's operas, in simple and direct style, avoiding, where possible, "the involved plots and symbolical actions of the operas." We think, however, that in translating "Götterdämmerung" as the "Downfall of the Gods" the writer is mistaken, and has too much lost sight of the symbolism of the original. The qualities symbolized by the characters are not destroyed—they are only cast into the shade by a brighter light, and the usual translation, "Twilight of the Gods," is not only more poetic, but more correct. The stories, nevertheless, are charmingly told, and the illustrations are excellent.

Stories from Greek History: Retold from Herodotus. By H. L. HAVELL, B.A. (1s. 6d. Harrap.)

These stories from the Father of History are told in good English, and there is a useful "pronouncing and explanatory index" at the end of the volume.

Captain John Smith. By A. G. BRADLEY. (2s. 6d. Macmillan.)

Facing the title page is: "The Portraiture of Captain John Smith, Admiral of New England," and a most genial, humorous, and kindly man is therein depicted. Beneath are the lines:

These are the Lines that shew thy Face; but those
That show thy Grace and Glory brighter bee:
Thy Faire Discoveries and Fowle Overthrowes
Of Savages, much Civilized by thee.
Best shew thy Spirit, and to it Glory Wyn:
So, thou art brass without, but Golde within.

And the verse really describes the colonizer of Virginia. His life was full of curious adventures, and is written sympathetically, although the style is somewhat lacking in spirit and brightness.

"Black's School Series."—*Summary of English History*.

By NORMAN L. FRASER, B.A. (2s. A. & C. Black.)

The author describes his book as a "*rade mecum* for the young student of history." The teacher, too, will find it of real use. It is a "definite contribution to method," and has been well and carefully thought out. There is a differentiation of type for ecclesiastical affairs, which should prove a great help; and the portraits are admirable.

There are also summaries of Indian, colonial, and foreign events. Altogether an excellent book, well worth the price.

"The Complete Historical Readers."—*The Story of our Native Land and Empire*, Book VI. (1s. 6d. Blackie.)

Well written, and impartial and kindly in tone, as books for the young should be. It has good maps and illustrations and an excellent summary. It can be warmly recommended.

History of England. In Three Parts. Part I.: B.C. 55 to A.D. 1485. By GEORGE CARTER, M.A. (Relfe Brothers.)

This book is intended for students of special periods who are candidates for examination. It is well adapted for its purpose, being provided with numerous genealogical tables, summaries, and a good index. It is also conveniently broken up into sections and paragraphs.

"Jack's Concentric Series."—(1) *Our Island's Story*. Step Four: *The Making of Britain*. Compiled by THOS. CARTWRIGHT, B.A., B.Sc. (1s. 6d.) (2) *The Making of Europe*. (1s. 8d.) (T. C. & E. C. Jack.)

(1) There is a partisan tone about this book which jars on the reader, and a "Sois mon frère ou je te tue" air not suited for children. Chapter VII. deals with "Our Fellow Britons—Scotch, Irish, and Welsh," with sections headed "Scotland for Ever!" "God, save Ireland!" "Gallant Little Wales," with a Scriptural exhortation to them not to quarrel. The writer preaches cosmopolitanism, and tells the children that "history teaches us to hate war and to set up Courts of Arbitration, which will abolish both war and strikes." Does history teach us that? We fear not. The volume has good illustrations (some coloured), and portraits of the great poets and writers, suprisingly good, considering the price of the book.

(2) A history of the rise of modern Europe, necessarily much condensed. On page 8 is a diagram of "The Tree of Tongues, showing the Great Aryan Family of Languages." But from this Aryan tree the Semitic and Turanian tongues are made to spring with all their various branches. This is very misleading, and the text on page 9 is not as clear on the subject as it ought to be, although the distinction between the Aryan and Semitic races is noted. The book is illustrated, and has several useful maps.

Scenes from old Playbooks arranged as an Introduction to Shakespeare. By PERCY SIMPSON. (Clarendon Press.)

The title is somewhat misleading; for the "old playbooks" are mainly Shakespeare's plays—there are fifteen of them, against five from Fletcher, Ford, Massinger, Heywood, and Marston respectively—and Shakespeare is left to introduce himself. But it is only with the title that we have any quarrel. The scheme of the selections seems to us excellent, and we hope it will be largely used in schools not only as a class book, but as an acting copy. Undoubtedly a whole play is too heavy a burden to lay on any junior form; they cannot carry the whole story, especially when two or three plots are interwoven, in their heads. Still less follow the development and interplay of characters; and many scenes can be detached, having a unity of their own apart from their connexion with the greater whole. There are no notes, which from this point of view is all to the good, only a glossary and stage directions. An introduction gives a vivid account of the Shakespeare theatre and the acting of a Shakespeare play. The note on the verse had better have been omitted. To give in barest outline Shakespeare's prosody in a couple of pages is an impossible task. Thus in the typical lines selected for analysis it is not noted that there is a hypermetric line; and, according to Mr. Simpson's definition,

"Under the blossom that hangs on the bough"
would be a normal blank verse.

(1) *Elementary Modern Geometry*. Part I. By H. G. WILLIS, M.A. (2s. Clarendon Press.) (2) "University Tutorial Series."—*Geometry, Theoretical and Practical*. Part I. By W. P. WORKMAN, M.A., B.Sc., and A. G. CRACKNELL, M.A., B.Sc. (3s. 6d. Clive.) (3) *The Elements of Geometry*. By B. ARNETT, M.A. (In three parts. 2s. each part. Simpkin.) (4) *Elementary Plane Geometry*. By V. M. TURNBULL. (2s. Blackie.) (5) *A School Geometry*. Part VI. By H. S. HALL, M.A., and F. H. STEVENS, M.A. (1s. 6d.; complete book, 4s. 6d. Macmillan.)

(1) This promises to be a very thorough, if somewhat lengthy, introduction to plane geometry, the volume before us, of 230 pages, not extending beyond Book I. of most modern text-books. The first chapter on experimental and practical geometry is a distinct advance on the corresponding chapters of several books published two years ago. Everything in it bears on the work that is to follow, and there is no pattern drawing. In the theoretical chapters, several familiar propositions disappear from the adopted course. Euclid I. 13 and 14 are considered as obvious, but I. 15, though equally obvious, finds a place. The equality of the angles of a triangle to two right angles is proved by means of the rotation axiom. Parallel straight lines are defined as the limiting positions of two straight lines when their point of intersection recedes indefinitely; and there is an advantage in so doing, for it is the definition that will be afterwards employed. In not making everything easy, the book is free from the defects of many others. Indeed, for pupils who are able to grasp the more difficult reasoning employed

Mr. Willis has produced a very useful handbook. Alternative proofs to some of the propositions enable him to suggest a course that may be more acceptable to conservative teachers. Whether the book is thereby improved seems to us rather doubtful.

(2) Of the books written on the lines of the Cambridge syllabus this is one of the best that we have seen, though it carries with it the defects of printing and setting which are characteristic of the series to which it belongs. The fourth theorem (Euclid I. 27), which forms the modern "pons asinorum," could hardly receive a more simple explanation; and here, and elsewhere throughout the book, we see the results of the experience gained in the last two or three years. Part I. contains the usual discussion of angles, parallels, triangles, and parallelograms, the propositions on areas so far as they are given in the First Book of Euclid, and the properties of the circle, with the exception of the three concluding theorems of Euclid's Third Book. This seems to us the best course, but it might be well to give Euclid II. 12 and 13 after Pythagoras' theorem, proved in the same manner. The method of numbering the theorems is worth noticing. Those on parallels, for instance, are called P1, P2, P3, &c.; on triangles, T1, T2, T3, &c.

(3) The three books of Mr. Arnett's geometry contain respectively the usual course on triangles, parallelograms, &c., the properties of circles and the theory of proportion and areas, with the additional theorems in modern geometry that are generally studied in schools. The use of hypothetical constructions is rightly preceded by propositions definitely proving that every angle has a bisector, and that a perpendicular may be drawn to a line from a point in it, &c. Pythagoras' theorem is proved in the first place by proportion, and afterwards in the usual ways—a course which admits of immediate generalization to similar polygons. The corresponding theorems for an obtuse angle and an acute angle are provided with alternative proofs, after the manner of Euclid I. 47. The diagrams are drawn with thick lines and bold letters in order to avoid a strain on the eyes. Unfortunately, help of this kind inclines the reader to make use of the diagrams in the book instead of drawing his own concurrently with the construction.

(4) Mr. Turnbull, by avoiding the verbosity of most modern text-books writers on geometry, compresses the four books that are now usual into a single volume of 136 pages. Wisely, we think, he leaves conversational introductions to be supplied by the teacher. The Cambridge syllabus is followed in its main outlines, but circles precede areas. In this, as in the other works before us which treat of the circle, the old Euclidean definition of the tangent is abandoned, and that of the limiting position of the secant adopted. This is, of course, an improvement, without any added difficulty. Teachers in search of a cheap but accurate text-book would do well to consult this volume.

(5) The "School Geometry" is completed by the issue of Part VI., which contains a brief but self-contained course of solid geometry, comprising the usual propositions of the Eleventh Book of Euclid, the more important properties of polyhedra, the cylinder, cone, and sphere, and the measurement of their surfaces and volumes. There are many easy examples, both numerical and theoretical. The diagrams are excellent.

The Medea of Euripides. Edited by HAROLD WILKINSON. (Blackie.)

Mr. Wilkinson is a first-rate Greek scholar, and at the same time a teacher of practical experience. It is rare for editors to combine these two qualifications, and we have no hesitation in pronouncing this the best school edition of perhaps the most often edited of Greek plays. Of his predecessors Mr. Wilkinson follows most closely Dr. Verrall, to whom he expresses his full obligations; but he is no mere popularizer, and rejects unhesitatingly Dr. Verrall's wilder conjectures. The thesis of Euripides's rationalism he accepts with some reservation. Our only general criticism is that in an edition which fully discusses readings, and seems planned for a sixth form, a vocabulary is a superfluity. One or two comments in detail. In line 341 *φροντίδα* must be a misprint for *φροντίδα*. In line 466 we see no flatness in the ordinary interpretation. It suggests not: "I would call you a worse name if I could find one"; but: "Words are weak compared with deeds." In line 457 we find no difficulty in the *δε*; it is parallel to "audique dolos subigitque fateri." The chorus 824-865 contains one "jewel five words long," but the praise seems to us extravagant, and assuredly Sophocles in the "Coloneus" was no imitator.

The Museums and Ruins of Rome. Vol. I.: *The Museums.* By W. AMELUNG. Vol. II.: *The Ruins.* By H. HOLTZINGER. English Edition, revised by the Authors and Mrs. S. A. STRONG. (10s. net. Duckworth.)

These books rise much above the level of ordinary guide-books; they are students' manuals, based upon sound archaeological knowledge, and following a clear educational plan. The monuments, both sculpture and buildings, are considered in their relation to each other, and to their place and import in the history of art or architecture. Illustrations to statues other than the catalogued examples are occasionally given, taken from better executed or better preserved copies, or from correctly restored casts, as, for example, the Demosthenes with folded hands on page 30. Plans and reconstructions accompany the description of ruined buildings. The books will be found useful to the

archaeological student, even away from Rome. They are written in popular style, yet with technical understanding and æsthetic appreciation, and are fully and clearly illustrated. Three new chapters enrich the English edition of the first volume. The English version is pleasantly readable.

A Handbook of Greek Sculpture. By E. A. GARDNER. Illustrated in text with 142 Figures. Revised Edition. (10s. Macmillan.)

It is a good omen for the cause of Greek sculpture that this useful manual has reached a new edition. We have compared it with the first issue of 1896, which was in two parts and somewhat handier to hold. The text has been revised here and there, but is substantially the same. What new material calls for treatment has been added as an appendix, with sections numbered to fit into the former divisions of the book. Here will be found some select early monuments taken by permission from "Les Fouilles de Delphes," the Hermes Propylæus of Alcámenes, the Agias of Lysippus, and the Cerigotto Bronze. The bibliography has been enlarged and brought up to date. The new illustrations are good. Some of the old illustrations, however, which have been retained are badly worn: the solid blacks have crumbled and the contours of several of the figures are disagreeably blurred. If the figures, for example, of the "Vaison" Diadumenus (Fig. 75) and the Hermes of Praxiteles (Fig. 82) be compared in the old and new editions, it will be seen that they have suffered from over-wear. In our judgment, the Hermes should be given as now restored at Olympia, and more complete illustration of the splendid "Sarcophagus of Alexander" would be a gain.

Rome: a Practical Guide to Rome and its Environs. By EUSTACE REYNOLDS-BALL. (A. & C. Black.)

This is a handy guide-book for the ordinary sightseer who is no specialist and has but a limited time to spend. It gives much useful information about routes, hotels, and conveniences generally: its plan embraces every side of interest—ancient, mediæval, and modern—hence judicious selection and brief notice are necessary, and will be found adequate for the purpose in view. There are eight pleasing coloured prints from drawings by A. Pisa, which illustrate some picturesque features of the city.

Elements of Quantitative Analysis. By G. H. BAILEY. (Macmillan.)

This little book does not aspire to being exhaustive; but it covers quite a wide range, and no branch of the subject, except organic analysis, is unrepresented. The first four chapters describe apparatus and operations of general application, and the next two are given over to instructions for the preparation of a few compounds in a pure state and their subsequent analysis. The methods of volumetric analysis and of gas analysis occupy the next seven chapters, and the eleven sections remaining deal with alloys, minerals common and rare, and a few important examples of commercial analysis. A competent teacher will be able to make a judicious selection of exercises from this book which will provide an excellent introduction to the principles of quantitative analysis for students whose special work in the future may lie in very different directions. There is an excellent index, subdivided under the following headings:—estimations, separations, substances of which the analysis is described, and general. This materially aids one in looking up any particular point.

[CORRECTION.—The price of Messrs. Blackie's "English School Texts" reviewed in our March number is 6d.]

UNIVERSITIES AND SCHOOLS.

LONDON.

As an illustration of the accessibility of the courses of study at London under the new constitution, it may be noted that in 1905 no less than 123 graduates of other Universities—ranging from Oxford and Cambridge to Allahabad and Quebec—claimed exemption from Matriculation under Statute 116, and 114 were similarly registered as holding other qualifications. Under this head came 66 with Cambridge Senior and 26 with Oxford Senior Local Certificates, and one student with a Leaving Certificate from Warsaw, one from Helsingfors, and one from Nijni Novgorod!

The Goldsmiths' Company have given a further donation of £1,558 to put in order the buildings of the College at New Cross, and £10,000 to the London University Institute of Medical Sciences Fund.

The Library has now been brought from its former state of chaos into something nearly approaching order, and it is hoped that it will shortly be available for the use of graduates. All who still have books in their possession should send them in, as several have not yet been found. No money has been spent on the purchase of new books, but it is to be hoped that this will soon be remedied when the Library is once opened. Our Library, when in full swing, should prove a valuable and interesting department of our University life under the courteous and scholarly direction of the Librarian, Mr. Hayward.

A great deal of interesting and important work has been done lately

by Convocation and its Standing Committee. Among matters dealt with have been the appointment of a Board to organize the University of London Union Society, and of a Committee on University boat and athletics.

At a recent special meeting of Convocation important resolutions were passed in favour of carrying out at the University buildings research work and higher study by means of lectures, laboratory work, &c., in the various faculties, on the lines of the splendid work done in the Physiological Laboratory under the able and enthusiastic direction of Dr. Waller. A motion in favour of the establishment of a University Information Bureau was also passed. Convocation minutes are now printed in the *Gazette*.

Some members of the University have felt aggrieved at officials or graduates of our University wearing at Presentation the hoods and gowns of other Universities in preference to those of London. Without desiring in any way to detract from the brilliance of the display of colour at such functions, a wish may be expressed, without giving offence, that those who are entitled to wear the academic costume of our University should wear it at its ceremonies.

The degrees in Theology seem to be popular, and to meet a want. Dr. Headlam, Principal of King's College, says that: "The London B.D. course is an excellent training for Holy Orders, and is far more definitely theological and philosophical than the Honours Courses in Theology at Oxford and Cambridge." The theological courses at King's have, it is understood, been entirely rearranged to suit the London degree courses in that faculty.

KING'S COLLEGE, LONDON (WOMEN'S DEPARTMENT).

A course of six lectures on "Business Matters for Women" will be given by Miss Cecil Gradwell on Wednesdays at 11 a.m., beginning May 9. The lectures will deal with law as relating to mistress and servant; the taking and letting of houses; the management of house and landed property; accounts; and committee work. A course of lectures on the Acts of the Apostles will be given by the Rev. R. B. Rackham on Thursdays at 3, beginning May 10.

OXFORD.

In the last five months the University has suffered four heavy losses by death, and the last of these occurred toward the close of the term just ended. Prof. Burdon Sanderson died in November; Mr. Haigh, of Corpus, in the last few days of December; Mr. Grose, of Queen's, in February; and now in the month just expiring we have to lament the sudden death of the youngest of these four—Dr. Greenidge, of St. John's and Hertford.

Obituary.

Prof. Burdon Sanderson is a name known everywhere, and he died in the fullness of years and honours; the three others were younger men, less known to the world at large, but all men of distinction and ability, and of real value to the University, which might reasonably have hoped for many more years of their work and service. Dr. Greenidge, who was barely forty at the time of his death, had already by his industry and ability made himself a considerable reputation as a worker in the field of ancient history, and also as a learned, ready, and forcible teacher, at once patient, sympathetic, and stimulating.

Among other losses by death of former members of the University are the following, containing some well known names:—Rev. Canon Tristram (Lincoln), a learned student of science and natural history; C. S. Roundell (Merton), some time M.P. for Skipton Division, much interested in many educational movements, especially the education of girls; Dr. Tuckwell, a practising physician of very high repute in Oxford, brother of Rev. W. Tuckwell (the "Radical Parson"), whose rich collection of Oxford anecdotes had added a new interest to life; Rev. W. G. Wilkinson (Worcester); J. H. Cadman (Worcester), for many years a county court judge; E. Armitage (Magdalen).

Another loss, happily not due to death, but to resignation, is that of the Master of University, Dr. Bright, whose retirement from Oxford will be very widely felt both in the City and in the University, where he has rendered

Dr. Bright.

long and valuable service, and won the greatest regard and respect from old and young alike. He is succeeded by Dr. R. W. Macan, Tutor and Librarian of University College, a man whose energy and ability is by no means confined to his own special study of Ancient History, in which he has held for many years the University Readership, but has been shown in several other branches of University life and administration.

In the last Council meeting of February, a notable incident was a letter from All Souls College announcing new benefactions to the University as follows:—£1,000 promised for this year to Bodley's Library; an additional

Benefactions of All Souls.

£100 to the £300 paid by All Souls toward the stipend of the Political Economy Professorship; a similar addition toward the stipend of the Reader in Indian Law; £300 to found a Readership in English Law. In view of the close scrutiny into the use of College endowments which is at present active in many quarters, such munificence towards University

objects is certainly well timed. It may be useful to remind the critics, whose statements (in a very intricate study) are not always quite accurate, that the assistance given by colleges to the University in the form of Fellowships sometimes escapes notice, owing to the diversity of method adopted in the College accounts. If full allowance were made for these contributions, it would be seen that more has been done by Colleges in this direction than is sometimes supposed.

The same *Gazette* (February 27) which announced the offer of All Souls also contained an interesting decree (adopted *mem. con.*) whereby a new lectureship to be called "the Speaker's Lectureship in Biblical Studies" will

be founded, in accordance with a scheme approved by the University, with a share of the net profits of "The Speaker's Commentary" amounting to £4,000, which has been paid into "the Chancery division of the High Court of Justice," and with the sanction of the Court is to be paid over to the University for this purpose. The scheme provides for the Board of Electors, the period of appointment (three years), and the number of lectures to be given.

Another announcement is the foundation of two new prizes (£70 and £40), by an anonymous benefactor, to be awarded to "British-born" candidates qualified for B.A., and less than twelve years standing, for a monograph

New Prizes.

or original research in each case. The first prize is for a subject connected with German history between 1250 and 1870; the second for a subject dealing with Continental thought in the fourteenth and fifteenth centuries.

On March 6 the Annual Report of the School of Geography was issued to the University. It is, as usual, a very interesting record of excellent work; but for one reason it will be read with great regret, namely,

Geography School.

that it contains the public announcement of the retirement of Mr. Mackinder, who may be truly called the founder and "onlie begetter" of the study of geography in Oxford. Mr. Mackinder was one of the pioneers of geography teaching on the Oxford "Extension" staff, and his great success led to his appointment as University Reader in the subject. For eighteen years he has lectured (twice a week for most of the time, and latterly once a week) throughout the year. In 1899 the School of Geography was started with the co-operation of the Royal Geographical Society. In 1900 the University Diploma in Geography was instituted. For the last two years vacation courses have given a chance to acting teachers of studying geography in the School. The Report justly adds that "the foundation of the Readership at Oxford and the energy and the influence of the first Reader have undoubtedly been amongst the most important, if not the dominant, causes of the change which has taken place during the eighteen years of his tenure."

A notable feature of the Geographical School has been the help which they have enlisted from scholars whose main work has been in other fields. Besides Mr. Herbertson (who has for long taken the lion's share of the work, and has been deservedly appointed to succeed Mr. Mackinder both as Reader and Director of the School), in the past year lectures have been given by Dr. Grundy and Mr. J. L. Myres. The number of students attending during the two terms preceding Mr. Mackinder's retirement is sufficient evidence of the success of the School. In the Lent term 140 students were on the roll, 119 being undergraduates, and 13 women students of the Association; in the Summer term the figures were 149 total—125 undergraduates (practically from every college), 19 women, and 5 outsiders.

Mr. Mackinder's inaugural lecture (as Professor of Poetry) drew a very large audience to the Sheldonian Theatre on March 10. The lecture is published, and therefore need not here be described: it is, perhaps, best summarized in the words of the *Oxford Magazine*, as "a charming lecture finely delivered." Those who know Mr. Mackinder's published work—especially those who (like the present writer) were privileged to hear his early papers at the Oxford Browning Society twenty-five years ago—look forward with peculiar interest to his tenure of the Chair of Poetry.

The following announcements have been made:—

New Proctors: Mr. Joseph (New); Mr. Cunningham (Lincoln).

Guardians: Rev. L. R. Phelps (Oriel), Rev. C. Plummer (Corpus Christi) re-elected.

Degrees—Research: D.Sc., W. Garstang (Lincoln) [Marine Biology]; Honorary: D.D., Rev. H. L. Paget (Christ Church), Bishop Suffragan of Ipswich.

University Grant: £20 to the British School at Athens.

SOMERVILLE COLLEGE.—A Fellowship of the annual value of £120, and tenable for three years, is offered by the Council of Somerville College under the following conditions:—(1) Candidates for the Fellowship must be women who have resided in Oxford for twelve terms (three years) and have taken an Oxford Honour Examination. (2) The Fellow elected will be required (a) to devote herself to some line of study to be approved by the Council, (b) to reside in Somerville College during at least three terms, (c) to publish the results of her work at the end of the three years, if the Council shall think it desirable. (3) Candi-

dates are requested to apply in writing before Monday, May 7, 1906, to the Secretary, at Somerville College, Oxford. The envelopes should be marked "Fellowship application." The Secretary will supply all further information. Each application should be accompanied by a statement showing that the candidate is qualified according to the conditions laid down in Regulation 1. Candidates are also invited to give references to not more than three persons who can testify to their qualifications, to supply full particulars of any work which they have done, and to indicate the line of study which they would pursue if elected.

WALES.

During the past month most Welsh educationists appear to have discussed nothing but the constitution and functions of the proposed Welsh National Council of Education. The result of the conference convened by the Lord Mayor of Cardiff was therefore awaited with much interest and not a little anxiety, as it was recognized that any resolution adopted there was probably destined to determine broadly the trend of educational development in the Principality. The scheme, as outlined by Mr. Brynmor Jones, M.P., in his lucid and masterly speech, proved to be of a highly ambitious character, and, if it becomes operative, will effect nothing less than a complete revolution in the system of Welsh education. As to its proposed functions. For the present, the Council did not propose to exercise any jurisdiction over the University of Wales or its constituent colleges, and no change in the powers of their respective governing bodies was contemplated. The different Education Authorities would also escape interference: they would continue to manage the elementary schools in their respective localities as before. The general effect of the scheme would be to substitute the National Council for the Board of Education. Further, the powers possessed by the Central Welsh Board would also be transferred to the Council: in fact, all the present power of the Board of Education and the Central Welsh Board in regard to primary and secondary education respectively will become merged in this proposed Council. The disposal of Parliamentary grants, which amount to £800,000, the appointment of inspectors, the issuing of a code of regulations for the primary schools, &c., are included among its functions as given in this speech.

Thus far the present scheme follows fairly closely the lines of the previous scheme which was wrecked through the refusal of Carmarthenshire to agree to certain of its details. According to both plans, Wales is to exercise complete and unfettered control over its primary and secondary schools, while the jurisdiction of the Board of Education is to be summarily ended. One of the chief objections to the now defunct scheme arose from the unsoundness of its financial arrangements; but it is proposed to remedy this in the present one. The new Council will possess a certain rating power, to a very limited extent, of course, but sufficient to provide it with funds for the proper discharge of its functions. The chief danger of the success of the above scheme arises undoubtedly from the difficulty of adjusting the constitution of the Council, though the conference appeared to be sanguine that at the proper juncture a satisfactory apportionment of representation would be agreed upon. For the moment, however, the difficulty is shelved, as it is only proposed to ask that a clause be inserted in the new Education Bill giving power to establish a National Council by an Order in Council. The real fighting over representation will therefore take place before the Privy Council at some future date.

The conference unanimously gave its support to the main principle, viz., that it is expedient to establish a Council to aid and supply education; but to certain of the details of the scheme some slight opposition was shown. However, the main object of the promoters of the movement has been secured, so that it may probably be taken for granted that before long a Welsh National Council, with certain powers over education and independent of the Board of Education, will be established.

Most Welsh educationists will be disposed to give an unqualified approval of the underlying principle that the management of education in Wales should be vested in a single body; for it is undoubtedly somewhat anomalous that primary education should be controlled from Whitehall, secondary education by the Central Welsh Board, and University education by the University Court. The unification of all grades of education must ultimately tend to greater efficiency in all directions. It is difficult, however, to pass judgment on the proposed Council until its exact constitution is definitely defined; in fact, the whole attitude of secondary masters towards it will be determined by the methods by which its members are elected. Long experience of the working of the Central Welsh Board has convinced them that it is impossible for any public body to deal satisfactorily with the complex problems of secondary education, unless the body itself possesses the necessary academic knowledge. The phenomenal success of the secondary schools in Wales and the efficiency of the Central Welsh Board are without doubt due to the presence on the Board of men and women capable of exercising independent judgment on all the questions, however abstruse, that were submitted to them. These were not obliged to receive blindly the recommendations of their inspectors.

Unless, therefore, there is some provision for the inclusion of persons with intimate knowledge of secondary schools and their problems in the constitution of the new Council, its advent will be regarded with a certain apprehension by secondary masters and mistresses. They dread bureaucratic government, as it ultimately tends to generate friction, and, therefore, inefficiency.

It is possible also that the complete severance from the Board of Education which is foreshadowed in this scheme will not be hailed with delight by all. In the early days of the Intermediate system the guidance of the officials of the Board, and very specially that of Mr. Bruce, proved of the greatest possible service to Wales. It is, of course, possible that Welsh Education Authorities have by now acquired sufficient knowledge and experience to manage without this guidance, and it is probable that the separation from the control of the Board will only be effected gradually.

The deputation from the three constituent colleges in support of their application for an increased Parliamentary grant furnished the Welsh Parliamentary party with some very striking statistics as to the growth of Welsh education. Principal Reichel, in his presentation of the case for the colleges, proved that Wales was very inadequately supplied with funds from Parliament, and that, in comparison with England, it did not receive its due share. Thus, Wales, in order to be in an equally advantageous position with England, should have had between two and a half and three times as much from educational endowments as she actually possessed, or about £20,916 per annum more. The whole speech was most convincing, and the Welsh party unanimously decided to support the colleges in their application to the Chancellor of the Exchequer.

The financial pressure in some of the smaller intermediate schools has attracted the attention of the Montgomeryshire Education Authorities, and at their last meeting they decided, after a discussion, to increase the rate to one penny from one halfpenny. Colonel Pryce Jones, a member of the Authority, suggested that the best method of relieving the pressure was by diminishing the number of schools in the county—a very absurd suggestion at the present juncture.

The Rev. J. Henson, late House Master at Reading School, has been appointed Head Master of Haverfordwest School. Prof. J. A. Green, of Bangor, has been appointed Professor of Education at Leeds University.

SCOTLAND.

The most important feature of the Annual Report of the Carnegie Trust is the large increase in the amount of money expended in the payment of fees. This is due not so much to the increase in the number of beneficiaries (which for the present session is only 109) as to "the rise in the average of fees paid per beneficiary, due partly to the greater number of classes attended by each beneficiary, and partly to the fact that three of the Universities had raised the fees of certain class attendances, mainly in the Faculties of Science and Medicine." As regards the second of these reasons it should be remembered that the raising of the fees in the three Universities merely brought them into line with Edinburgh University, which had previously been taking higher fees for certain classes. The first reason is the more important one. At some of the Universities there has grown up, since the institution of the Carnegie Trust, a system of subdividing classes and taking fees for each subdivision, with the result that the Universities in which this practice exists are obtaining an undue share of the Carnegie benefaction. Tables are given in the Report which show that since 1901-2 there has been an increase of the average fee paid by the Trust as follows:—At Edinburgh, 10d.; at Glasgow, 2s. 2d.; at St. Andrews, £1. 1s. 8d.; and at Aberdeen no less than £4 5s. 2d., per beneficiary. That this is not merely a matter of equalization of fees appears from the fact that at present the average fee paid for an Aberdeen student is £2 11s. more than is paid for an Edinburgh student and £4 5s. more than is paid for a Glasgow student. This is far from satisfactory, as, on the one hand, it may lead to friction between the Universities, and, on the other hand, it has already led to the almost complete absorption of the fee-paying income of the Trust. Indeed, the Report points out that, "unless some action be taken without delay, the Committee will probably find that the liabilities incurred in payment of class fees exceed the income at their disposal." Accordingly the Carnegie Trust is at present consulting with the Universities in order, if possible, to obtain a satisfactory solution of the problem.

The other departments of the Trust's work are being successfully carried on. The total expenditure for research fellowships, scholarships, and grants amounted during last year to over £4,500, and the work done in the Edinburgh College of Physicians Laboratory, which was taken over by the Trust, was thoroughly satisfactory.

Mr. J. N. Kiep, German Consul at Glasgow, has, in commemoration of the silver wedding of the German Emperor and Empress, given £1,000 to Glasgow University "to form a nucleus of a fund towards the endowment of a Professorship of German."

Glasgow University Court has resolved to institute a Lectureship in

Celtic Language and Literature. The appointment of the lecturer will be, in the first instance, for a period of five years, and the annual salary will be £200.

Edinburgh University has taken over the anatomical rooms of the New School of Medicine, Bristol Street, Edinburgh, for purposes connected with the anatomical department of the University, and the rooms have been put in charge of Dr. D. B. Jamieson, who has been appointed a Lecturer in Anatomy. The Edinburgh Court has also appointed Dr. A. H. Freeland Barbour to be Lecturer on Systematic and Clinical Gynaecology.

The new class-rooms and laboratories of the Edinburgh and East of Scotland College of Agriculture, which have been provided at a cost of about £9,000, contributed by the Scotch Education Department, the Carnegie Trust, and other public bodies, were opened by Lord Balfour of Burleigh on February 28.

The new buildings of the Glasgow and West of Scotland Technical Society are now approaching completion, and it is proposed that they should be open to the public during the afternoon of Saturday, April 7. The building and equipment fund now amounts to more than £224,000.

The commemoration of the quatercentenary of George Buchanan is to take place at St. Andrews on July 6 and 7.

At the spring meeting of the Classical Association of Scotland, held at St. Andrews on March 3, Prof. Bosanquet, in an interesting paper on "Plato's Attitude to the Workman's Life: a Suggestion for Teaching in Schools," raised the question "whether Plato was or ought to be studied by boys at school, and also whether elementary conceptions of human relations and of social duty were customarily brought before them either by help of Plato or in any other way." The discussion which followed revealed great difference of opinion among teachers, the question of the age at which such teaching should be given being, of course, the main point. The provisional report of the Committee on Latin Pronunciation was submitted, and, after discussion, it was remitted to the Committee to prepare a final report, keeping in view the recommendations of the English Association.

IRELAND.

An event which may have far-reaching consequences is the appointment of a Commission of Inquiry into Trinity College, announced by the Chief Secretary for Ireland in the House of Commons on March 21 in reply to animaldiversions against the College made by Nationalist members. Carefully disclaiming any imputation against Dublin University or its management, Mr. Bryce pointed out that no such inquiry into its condition had been made since 1853, while during that period four Commissions had sat on Oxford and Cambridge, and vast changes had taken place in University education.

The scope of the inquiry is comprehensive. It would "deal with the revenues of the College and the mode in which they are applied, with its government and administration, with the teaching staff, with the system of examination and rewards which successful students obtained. It would also necessarily deal with the method of awarding Fellowships. A general consideration of the place Trinity College ought to occupy in the higher education of Ireland, so that it might become more useful to the people of Ireland at large than, perhaps, it was at the moment, could not be excluded."

Mr. Bryce stated that the Commission should be small and non-political; that it would be at once appointed and act promptly. He added significantly that "the last thing he personally desired was to postpone any attempt that any one might make to deal with the Irish University question by the creation of another Commission which would last for a long time, and take a great deal of evidence, and practically put off dealing with the question to a more distant period than any of them desired. He did not think that any one ought to wish for the establishment of a Commission to add one more to the long delays which had impeded the settlement of the Irish University question." The announcement of the Commission has been received with general satisfaction within the walls of the College itself.

The post of Astronomer-Royal of Ireland and Andrews Professor of Trinity College Astronomy, vacant by the recent lamented death of Mr. Charles Joly, one of the most gifted of the younger Trinity College Fellows, has been filled by the appointment of Mr. E. T. Whittaker, F.R.S., Fellow and Lecturer of Trinity College, Cambridge, and Secretary of the Royal Astronomical Society. Mr. Whittaker comes from Southport, and was educated at Manchester Grammar School. He was second Wrangler and first Smith's Prizeman of his year. Before Mr. Joly's appointment the post was held by Dr. Rambaut, who left to take an Oxford appointment; and previous to Dr. Rambaut Sir Robert Ball was Irish Astronomer-Royal until he left Dublin for Cambridge. The post carries with it work and residence at the Dunsink Observatory, which stands on high ground in a lonely part of the country north of Dublin.

The abolition of Greek as a compulsory subject and the entrance of so many girl students have necessitated an increase in the modern language staff of Trinity College. Dr. Maurice A. Gersthohl has

been appointed Assistant Lecturer in French Language and Literature. Dr. Gersthohl, who holds degrees from Brussels and Paris, has been for the last two years Chief Examiner and Inspector in French to the Central Welsh Board of Education.

At a recent meeting of the Senate a resolution was adopted: "That the Report of the Royal Commission, in its animaldiversions on this University as an examining body, indicated truly the essential defect in its constitution, and we believe that its reform in this respect, so as to make it a teaching University with colleges adequately constituted and brought into organic connexion with it, is a matter of urgent need both for the University itself and for the interests of higher education in this country."

At the same meeting the Earl of Meath resigned his position as Chancellor of the University, in consequence of the position in which the authorities are placed in regard to the disturbances that took place on the last Conferring Day. The Senate applied for a change in the Charter, giving them power to maintain order on such occasions; but they have been informed by the Government that they already possess adequate powers, and that no change in the Charter is required. The Earl of Meath, however, is not satisfied; hence his resignation. Judge Shaw, a member of the Senate, resigned a few weeks previously on much the same grounds. It is somewhat difficult to see what steps practically the Senate can take to prevent a repetition of the scenes that long have disgraced the public Annual Meeting of the University.

The Equipment Fund, when it closed in December, had reached £72,000. Out of this £5,400 will, with the same amount granted by the Treasury, be spent on improving the laboratories and supplying two new class-rooms. The rest will be treated as capital to provide additional lecturers, assistants, and demonstrators, and to improve the library.

The number of students who have given notice of their intention to present for examination in the present year is the largest since the establishment of the system—viz., boys, 8,283; girls, 3,384—total, 11,667, being an increase on the corresponding figures of last year of 840 in the case of boys, 539 in the case of girls, or a total increase of 1,379. The number who gave notice in 1905 showed a total increase of 1,122 over the number for 1904. The increase is partly accounted for by the rule made recently by the National Board that a certain number of monitors and monitresses in the primary schools will be appointed from intermediate students.

The Consultative Committee representing the heads of secondary schools had a conference with the two assistant secretaries in February, the rules and programme of the examinations for 1907 having been previously submitted to them. The latter do not contain any important changes—which means that all the evils at present existing are maintained. In this year's rules it was laid down that each candidate for exhibition will have to submit to another examination in the special obligatory subjects of the group he has chosen. To this is added that medals for excellence in special subjects will only be awarded to candidates taking the special group to which the subject belongs. The absurdity is thus produced that in any subject—say, for example, German—the candidate obtaining the highest marks may not obtain the medal, as German may have been taken by him as a voluntary subject, not one of the subjects compulsory in the group in which he enters; so that in future the medals may frequently be awarded for second- or third-rate answering. The Board have declined to alter this absurd anomaly.

Another matter of much moment was discussed at the Conference—the sudden reduction of the school grant (results fees) by 30 per cent. this year. Without any notice, about £21,000 less was given in results fees than was distributed last year. The effects have been disastrous in many cases where the grant is allotted to specific persons or purposes. The cause of the economy is the smaller revenue—less by over £7,000—received last year from the Excise, and the sum, amounting to nearly £4,000, spent on the examinations in music. In reply to the remonstrances of the Committee, it was stated that there would necessarily be a diminution of income in 1907, for which it was wise to prepare. This is scarcely a valid reason for reducing the endowment suddenly without any previous notice this year—a course more trying for the schools than a reduction duly notified and anticipated. The Committee intend laying their various grievances before Mr. Bryce, the Chief Secretary. A question was put to the Chief Secretary in the House on the subject, and his answer implied that he thought it was but one aspect of a state of things that needed thorough-going reform in every way; so that there is some hope that the present Administration may undertake much needed alterations in the whole Intermediate system.

Some little time ago Mr. Michael Davitt, the well known Nationalist politician, created a sensation by some letters published in the *Freeman's Journal* demanding reforms in the National schools and the placing of them under proper control. At present they are wholly managed by

(Continued on page 272.)

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The Chief Secretary has announced that he will restore the facilities for the teaching of Irish (of which he approves in education) removed by the late Government. His action may not take the form of merely restoring payment for Irish as an extra subject, as he has stated that he desires to improve the teaching of Irish in every way.

The unjust financial treatment by the Treasury of Irish primary education, however, more needs reform than anything else, and the present Government, so far, shows no sign of undertaking it. Dr. Kingsmill Moore at the recent Annual Meeting of the Kildare Place Training College—one of the best in the United Kingdom—stated that in the Estimates for the present year “there was provided for England, from Imperial sources, an increase of £490,224; for Scotland an increase of £154,838 was proposed; while for Ireland all that could be doled out from the same source was the almost invisible sum of £1,500.”

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CITY OF LONDON SCHOOL.—Alexander, the school captain, has gained a scholarship of £80 at Queen's College, Oxford, and Hirschbein one of £80 at St. John's. At Cambridge we have also the following:—Ramsay, Caius Scholarship of £80; Easterling, Trinity, minor

scholarship; Saunders, Christ's, exhibition of £30. F. A. C. Smith has also won a Law Scholarship of £250, and Egbers came out fourth in the examination for the Exchequer and Audit Department. One of our old boys, the Rev. F. Stephenson, has been elected to the Head Mastership of Felsted School. The football team lost their game to Cranleigh by three goals to one. Unusual activity has recently been displayed in the fives courts both by boys and masters, and on February 25 Mr. Allpress's team played a “friendly” with the Old Boys. There has been a marked increase in the Cadet Corps, which turned out to Hampstead Heath on March 3, and had a route march to Wimbledon Common on the 6th, Captain Spilsbury and Lieutenant Perrott being present on both occasions. Notwithstanding the wet weather on February 17, the Modern Side Saturday Club kept its fixture in Epping Forest, visiting the Chingford Museum, and, on account of the rain, holding an impromptu discussion on “Tariff Reform” (Mr. A. G. Munro in the chair) under cover. On March 3 the Club were kindly conducted round the East London Waterworks, and afterwards adjourned to High Beech. On March 17 Archdeacon Sinclair has again invited the members to a visit to St. Paul's, followed by tea in the Chapter House, and on April 1 the Dean is conducting us round Westminster Abbey.

HARROW SCHOOL.—There will be an examination on the Tuesday before Easter for ten or eleven entrance scholarships, open to all boys not members of the school who were born in or after the year 1902. Further particulars may be had from the Head Master's secretary. College Scholarships and other distinctions outside the school—Major Scholarship (Classics), Trinity College, Cambridge—J. R. M. Butler; Minor Scholarship (Natural Science), Trin. Coll., Cambridge—A. A. Pallis; Classical Scholarship, University College, Oxford—E. S. H. Corbett; Junior Hulme Scholarship, Brasenose College, Oxford—H. R. Lynch-Blosse; Brackenbury Scholarship in History, Balliol College, Oxford—D. L. Murray; McBride Scholarship in Classics, Hertford College, Oxford—J. W. Law; History Exhibition, Jesus College, Cambridge—E. G. de L. Hopcraft. Passed into Sandhurst, direct from school, in December: 24th, M. P. Dilworth; 31st, R. G. de Miremont; 54th, G. W. Dobson; 93rd, A. A. Fowler; 94th, H. G. Gauntlett. Bratton has won the Fortescue Prize for French. The Kintore Prizes for Scripture have been awarded to Brandt and Butler *ma.* (sixth form); in the fifth form to Butler *mins.*, and in the Lower School to Cadman. Dr. Wood, we are happy to see, is rapidly recovering from the awkward accident which befell him when he was riding the other day. Last, but not least, the burning

(Continued on page 274.)

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question of the "Motor Post" seems settled by an honourable compromise with the County Council. On December 11 we had the great grief of losing our respected and beloved colleague, Mr. E. W. Howson. Mr. N. K. Stephen succeeds to his house—"Druries." Mr. W. G. Young succeeds to Mr. Stephen's small house. Mr. W. Benemann has been taking work for Mr. C. E. Prior, who continues in delicate health. Mr. A. W. Siddons has succeeded Mr. C. H. P. Mayo as chief master of mathematics in the Army class. We have recently been inspected and "recognized" by the University of London, which is shortly to hold an examination of Army candidates for the Leaving Certificates. It was considered only right and natural that the examining body should also be the inspecting body.

JERSEY HIGH SCHOOL FOR GIRLS.—We regret to state that the Principal, Miss L. D. Royce, was found dead in bed on March 11, after a severe attack of influenza. She was much beloved by her pupils and held in the highest esteem of all who knew her. Keenly interested in all educational matters, she had had a successful career in Australia before beginning her work in Jersey in 1898, when the company transferred the High School to her, and its numbers doubled in two years. Her death has cast quite a gloom over the island.

LIVERPOOL HIGH SCHOOL.—The prize-giving took place at the school on February 5. The chair was taken by Mr. R. G. Tatton, member of the Council. The prizes were distributed by Miss Jex-Blake, Vice-Mistress of Girton College, who gave a most interesting address. The following scholarships were won during 1905:—D. E. de Zouche, Gilchrist Scholarship, £50 for three years (bracketed First in Classics), Somerville College; E. J. Ewart, exhibition of £15 for three years at Girton, for Classics; K. M. Cowe, Ladies' Educational Association, £20 for three years, Liverpool University; G. Dearnley, London Royal Free Hospital School of Medicine for Women, £30 for three years (relinquished). A dinner took place at the school on February 24, and was attended by nearly a hundred guests, including the first two Head Mistresses, Mrs. Bolton and Mrs. Browne (*née* Huckwell), eighteen former mistresses, twelve of whom are now head mistresses, Vice-Chancellor and Mrs. Dale, Mr. and Mrs. Paget, Mrs. Booth, Miss F. B. Melly, Mr. Falk, Dr. and Mrs. Macalister, and Prof. Hebblethwaite.

SHREWSBURY SCHOOL.—The House Scholarships have been awarded to J. E. W. Bath, P. R. Heaton, H. S. Newill, A. Pigott, G. E. Raven, and F. H. Young.

WINCHESTER COLLEGE.—The Debating Society has decided by

14 to 8 that "England is not a musical nation," and commended Chinese labour by 30 to 11. The response to the Head Master's appeal to Old Wykehamists to support the restoration of the cathedral has met with a very gratifying response. The sum contributed up to February 11, when Dr. Fearon preached to the school on the subject, was £1,272. Dr. Fearon's sermon has been printed by request. The Duncan Prize for a historical essay has been awarded to F. P. Robinson. The Sixteen Society has discussed an exhaustive paper on Mahomet by G. D. Roechling.

WOOLWICH POLYTECHNIC SCHOOL.—Miss Adams, who has been on the staff since September, 1904, first in charge of a class in the Lower School, latterly as teacher of Nature study, botany, and geography, left us at mid-term. Florence Mockeridge has passed the London Matriculation Examination in the First Division.

[Our Manchester letter is unavoidably held over.]

PRIZE COMPETITIONS.

The Translation Prize for March is awarded to "Emil."

The winners of the Translation Prizes for February are:—For the verse translation of Claudian, the Rev. Charles Stanwell, Ipsden Vicarage, Wallingford; for the prose translation of Claudian, E. T. Hardman, Esq., Charterhouse, Godalming; for the verse translation of Gruppe, Miss Charlotte A. Ford, 1 Branch Hill Side, Hampstead Heath, N.W.; for the prose translation of Gruppe, Mrs. F. Schacher, Ellenborough House, 12 Upper Belgrave Road, Clifton, Bristol.

Mais ce qu'il faut dire et faire observer, c'est que La Bruyère était d'une génération plus jeune que celle des purs écrivains du XVII^e siècle; venu le dernier, il avait à renchérir un peu à sa manière, à s'efforcer. Il le faisait en écrivant; il le montrait aussi dans sa personne; il avait des saillies, des fougues et comme des poussées d'agrément qui passaient la limite. Ces gens de goût de la génération précédente le remarquaient et se le disaient entre eux. Tout est dans l'ordre. Règle générale: nous remarquons de prime abord les défauts de ceux qui entrent dans

(Continued on page 276.)

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la vie et dans la carrière après nous ; les qualités, quand nous les recon- naissons, ne viennent qu'en second lieu.

Heureux homme, après tout, que La Bruyère ! Son talent regarde deux siècles ; sa figure appartient à tous les deux ; il termine l'un : on dirait qu'il commence et introduit l'autre. Bossuet l'a tout d'abord pris par la main et patronné ; Despréaux l'a accepté, sauf une légère réserve ; Racine l'a tout à fait accueilli : et, en même temps, il précède Montesquieu ; il l'annonce et le présage pour ses "Lettres persanes," il reste son maître en ce genre. Tout ce qu'il y a d'esprits piquants dans le XVIII^e siècle semble tenir et relever de lui ; tous ces hommes de lettres et à la fois gens du monde, qui régissent la société, qui dans le tous-les-jours ont le mot vif, mordant, ironique, le propos plaisant et amer, semblent avoir trempé la pointe de leurs traits dans l'écrivoire de La Bruyère. Et il a ce singulier bonheur encore que, quand le XVIII^e siècle est passé et qu'on en parle comme d'une ancienne mode, quand le XVII^e siècle lui-même est exposé de toutes parts aux attaques, aux irrévérences et aux incrédules des écoles nouvelles, lui, La Bruyère, comme par miracle, y est seul respecté ; seul, tout entier debout, on l'épargne, que dis-je ? on le lit, on l'étudie, on l'admire ; on le loue précisément à cause de cette manière un peu marquée et appliquée, qui faisait question en son temps, qui semblait trop forte, qui n'est que suffisante aujourd'hui : il en demeure le premier modèle. Fénelon — tout Fénelon — a pâli et s'est effacé ; lui, il subsiste, il brille comme au premier jour. Le temps n'a rien ôté à sa solide et vigoureuse peinture. La curiosité, comme au lendemain de 1688, s'acharne à ses demi-obscurités et à ses mystères. L'artiste n'a pas cessé de le révéler. Il est le premier nom en tête de la liste des nouveaux venus, des plus modernes et des plus hardis, de ceux qui prétendent bouleverser les rangs et changer les choses. Il est le classique de tout le monde. Allons ! cet effort de La Bruyère ne l'a pas si mal servi : il est trois fois couronné du succès.

By "EMIL."

But what must be pointed out is that La Bruyère belonged to a younger generation than that of the correct writers of the seventeenth century. The latest born, he had to adopt a somewhat exaggerated style—to force his talent. This came out in his writings as well as in the man himself. His impetuous sallies, his inequalities, and what might almost be called his efforts to please, often transgressed the limits laid down by the men of good taste of the preceding generation, who noticed it and commented upon it among themselves. This is in accordance with the natural order of things. As a general rule we are impressed first by the defects of those who live and do their work in the world after us ; their good qualities, if we recognize them at all, come second.

What a fortunate man La Bruyère was, after all ! He is linked by his talents to two centuries : he himself belongs to both. He closes one ; he may be said to inaugurate the other. Bossuet took him by the hand at the outset and patronized him ; Despréaux accepted him, if with certain reservations ; Racine received him with open arms. And, at the same time, he is the forerunner of Montesquieu ; he anticipates and forestalls his "Lettres persanes" ; and has remained his master in this branch of literature. All the keenest and boldest spirits of the eighteenth century owe a debt to him ; they are, as it were, his lineal descendants. All those men of letters who are at the same time men of the world and leaders of society, men who in their everyday intercourse with their kind are quick, incisive, and ironical of speech, whose conversation bristles with humour and sarcasm, seemed to have dipped the point of their shafts in the inkpot of La Bruyère. And he is also singularly fortunate in this, that, now that the eighteenth century is passed and looked upon as belonging to a bygone order, now that even the seventeenth century is exposed on all sides to the attacks, the irreverences, and the incredulities of the new schools, La Bruyère alone, as if by some miracle, is respected ; he alone is left standing, is spared—but what do I say ?—he is read, studied and admired ; he is extolled for that very pointed and energetic style which was taken exception to in his own age as too forcible, but which is only forcible enough to-day. He remains the original model of this style. The light of Fénelon has paled, and at length become quite extinct ; La Bruyère subsists ; he shines with all the brilliancy of his earliest days. Time has robbed his portraits of none of their solid worth and vigour. Speculation as to his half-lights and mysteries is still hot and keen, as in the days following the publication of his book. He is the revered of artists of all ages. His name stands at the head of that list of new men, the boldest and the most modern, whose watchword is change and the subversion of ranks. He is a universal classic. After all, this effort of La Bruyère's has not served him so badly. It has been thrice crowned with success.

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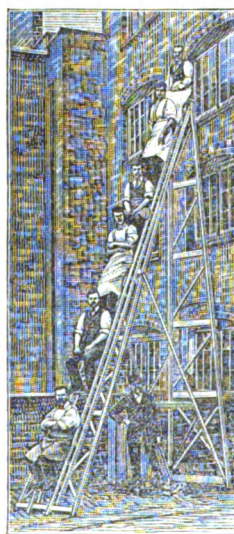
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The Sainte-Beuve was a severer test than usual, as is shown by the limited number of those who steered clear of all the rocks and shoals and landed safely in a First Class. The prevailing faults were, on the one hand, stiffness and flatness arising from a too close adherence to the French construction and order of words, and, on the other, a lack of precision and a failure to give the full significance of hidden metaphors. The detailed comments that follow will furnish examples.

Most beginnings were stiff and awkward. Contrast "But what we must state and call attention to" with "The point that should be emphasized is." *Purs*: "genuine," "typical"—not "correct" or "classical." *Rencherir*: "to go one better" exactly expresses it, but is too colloquial; "to outstrip them by a style of his own"—not "to outdo their style," which would be *renchérir sur*. *S'efforcer*: more than "to make an effort"; "to strain himself," "to force the note" exactly gives it. *Il le faisait*: "This effort (strain) appears in his writings, and we notice it also in the man." *Il avait des saillies*: this sentence was the touchstone of the piece, and hardly any version could be mint-marked as without alloy. *Agrément* has no exact equivalent in English: it applies to all that gratifies or commands—ornament, accomplishment, grace, charm. Here it refers to La Bruyère's literary graces, and in translating we are almost forced to define these as "pleasantry" or "wit and humour." *D'agrément* qualifies both *fougues* and *poussées* (and, I think, *saillies* as well). This was not seen by the majority, and I had such monstrosities as "bursts of charm" (common), "impulses of adornment," "spasms of amiability," "abnormal sprouts of ornamentation." With these *prolegomena* I will attempt a rendering: "He indulges in sparkling sallies, in outbursts and ebullitions, as it were, of wit and humour which exceed the limits of good taste." *Il l'annonce*: here a literal rendering left it often doubtful whether La Bruyère or Montesquieu was the author of "Lettres persanes." "He heralds and forestalls the 'Lettres persanes'" gives the full sense. *Tenir et relever de lui*: "to be his heirs and descendants." *Trempe la pointe*: the metaphor must, of course, be retained, but "shafts" is better than "arrows," and "ink-horn" or "ink" than "ink-pot" or "ink-stand." *Marquie et appliquée*, "emphatic and studied"; *suffisante*, "adequate." *S'acharne*: "is at grips with" (or "is still running to earth"); "his half-veiled hints and dark sayings"; the metaphor is from a pack in full scent. 1688 is the year when the "Caractères" were published. *L'artiste*: "the literary artist," in contrast with the student (*la curiosité*). *Allons*: "after all." *Effort*: "strenuousness" is, perhaps, the best word. Sainte-Beuve ends on the keynote of the first sentence, *s'efforcer*. No one, by the way, thought of substituting Boileau for the (in English) unfamiliar Despreaux, and Fénelon often had an accent too much or too little.

PROBLEMS.

The prize is divided between "R. S. D." and "M. B. B." Most of the similar problems sent in were merely a variation of the figures.

Correct solutions have been sent in by—Zarah, M.B.E., E.F., G.S.W., M.W.C., R. Farquhar, M.M., Bathford, Terry, Masonica, Amaryllis, Bladud, *Aloupops*, Pierre Arvaud, Log π , Tana, Via Frattina, Froebellian, G.H., A.T.B., J.W.M., M.W.C., R.S.F., M.B.B., Lampblack, J. S. Goller, Q.E.D., S.H.C.J., G. W. Lawrence, St. Mungo, A.P., J.W.C., Kettlewell, Capstan, M.C.W., L.J.P., Maida, Chemineau, A. Cory Thomas, R.S.D., F.M.J., P.C., H.W.C., π , Reve, J.A.J., H.D., M.M., A. Stuart, Erin-go-bragh, E.A.G., Amadan, Molly, E.M.M.T., A.A.R., F.M.K., Z., Bianca, Eicarg, Hasta, Bog-oak.

(Continued on page 280.)

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If the triangle ABC is folded down the line AD , the side AB must meet DE at a distance of 3 units from C , and cut off a triangle with sides 26, 25, and 3.

The area of this triangle will be found, by the usual formula, to be 36 ;

$$\therefore \text{the vertical height } AD = \frac{36 \times 2}{3} = 24.$$

The angle ADB being a right angle,

$$DE = \sqrt{(26^2 - 25^2)} = 7,$$

and the whole base, $BC = (7 \times 2) + 3 = 17.$

\therefore the area of the triangle ABC

$$= 17 \times \frac{24}{2} = 204.$$

By "M.B.B."

ABC is a triangle having its sides AB and AC equal to 22 and 15 respectively. The bisector AE of the angle BAC meets the circumference of the circle ABC at the point D and the base BC at E .

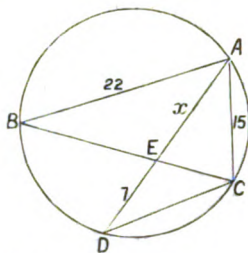
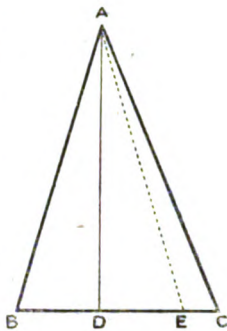
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métis forme un composé aussi inexplicable aux autres qu'à lui-même. Les images du monde, lorsqu'elles viennent se réfléchir sur son cerveau grossier, ne lui apparaissent que comme un chaos inextricable dont son esprit ne saurait sortir. Fier de son origine européenne, il méprise le désert, et pourtant il aime la liberté sauvage qui y règne ; il admire la civilisation et ne peut complètement se soumettre à son empire. Ses goûts sont en contradiction avec ses idées, ses opinions avec ses mœurs. Ne sachant comment se guider au jour incertain qui l'éclaire, son âme se débat péniblement dans les langes d'un doute universel : il adopte des usages opposés ; il prie à deux autels ; il croit au Rédempteur du monde et aux amulettes du jongleur, et il arrive au bout de sa carrière sans avoir pu débrouiller le problème obscur de son existence.

Ainsi donc, dans ce coin de terre ignoré du monde, la main de Dieu avait déjà jeté les semences de nations diverses. Déjà plusieurs races différentes, plusieurs peuples distincts se trouvent ici en présence.

Quelques membres exilés de la grande famille humaine se sont rencontrés dans l'immensité des bois. Leurs besoins sont communs : ils ont à lutter contre les bêtes de la forêt, la faim, l'inclémence des saisons. Ils sont trente à peine au milieu d'un désert, où tout se refuse à leur effort, et ils ne jettent les uns sur les autres que des regards de haine et de soupçon. La couleur de la peau, la pauvreté ou l'aisance, l'ignorance ou les lumières, ont déjà établi parmi eux des classifications indestructibles : des préjugés nationaux, des préjugés d'éducation et de naissance les divisent et les isolent.

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To remedy what is wrong is, then, not easy. To reconcile or explain the statements at the head of this paper is another matter. The Education Department is bureaucratic, Olympian, *χρησιν ἀνθρώπων*, and the "dii majores" are new to the job, trying to patch together with prentice hand in a new country a system that shall vie with those that date from the Renaissance and before. An old hand that has worked for a score of years in the country, should he offer advice, is "pro-Boer," and must make way for the latest Balliol Babe. Mathematical schemes are evolved in the head office by a Senior Wrangler with a Third Class (provisional) Certificate (of which Certificates anon), and Latin schemes are framed by a First Class Classic, ex-Assistant Inspector; neither with teaching experience in the schools, for which they are drawing up syllabuses; schools, too, which they "inspect" with considerable satisfaction—to themselves, and report on for the benefit of—the Education Department. What shall we say of a high school Inspector who speaks of the introduction of the "set" system as opposed to the "form" system as an "interesting experiment"? Or of a boys' boarding house Inspector, whose own water tank was so befouled with decaying organic matter that it was the presumptive cause of two cases of enteric? Of a body of Inspectors who regret the absence of or rejoice at the presence of South African history in the curriculum, when it has been prohibited by the Department? Of a Department that introduces into its primary schools the system of individual inspection that has been abandoned even in conservative England? Of a country in which a school committee breaks open the school-house and forces the lock of the piano, rather than take the trouble to get the keys from the head master, when it is going to use the school for a club meeting-house; or ejects an evening-class teacher and his class because it wants the room for "bridge"? What shall we say of these and like matters? At least that education is in its infancy where such things are possible.

Security of tenure is perhaps hardly to be expected in a department of which the chiefs have only been temporary, and the subordinates—the teachers themselves—are not yet

ranked as civil servants, inferior in this respect to the office clerks, where two years' service as clerk in the office can count as two years' teaching experience for the purpose of teachers' certificates. Temporary chiefs have succeeded one another with kaleidoscopic rapidity, and variety of view, only surpassed by the permutations of the teaching staff and the schemes and regulations issued by the head office, which latter, on the estimate of one Inspector, involved departmental circulars at the average rate of one for each day of the year. Each temporary chief, whether expert in comparative systems and camp schools, B. ès Lettres, member of Legislative Council, ex Town Clerk and ex-Treasury official, or seconded from Scotland, had to learn local conditions, reconcile, or at least temporize with, Dutch opinion; and, this done (more or less satisfactorily), each in turn has made his exit, peacefully, without demonstration, and in one case mysteriously; for such indeed was that of the late Director, preceded by such a labyrinthine tour of inspection that it was not known he had left the country until the Secretary of the Department signed himself Acting Director.

Under such unstable chieftainship it is perhaps not surprising that "security of tenure" is never used except sarcastically. But at the time it was, to say the least, startling for a head master who had gone home on six months' leave, and returned bringing out his wife and family, to find a letter awaiting him, some three months old, to say that his services are no longer required. "Gone on leave" is at present under this Government a byword in the Colony. "So-and-so has gone on leave: do you think he is coming back again?" is a common question; so often has "gone on leave" been an euphemism for "retired" or in plain language "dismissed," or, at least, gone to look for a better job at home and stop there if possible. There are not many services where the changes are so great. The year 1903 saw 193 primary teachers out of 919 leave the Department—80 through death, dismissal, return home, or (and chiefly) marriage, and 113 for "general reasons." The year 1904 saw 246 out of 924 leave the Department, 79 for the above reasons and retrenchment, and 137 for "general reasons." "Of the last, many were teachers of inconsiderable qualifications, temporarily engaged during the period of the rapid extension of the work of the Department in country districts." Good enough for beginning the work, but not for carrying it on! Why did not the Department engage competent teachers in the first instance? Even in the same school there are often continual changes of staff, a standing game of "musical chairs," and the commonest remark of the child on reaching home is: "Oh! mother, we've got another new teacher to-day."

Now what are the salaries: are they such as to attract good teachers and to keep them? The Directors of Education and the Colonial Secretary pat the teachers on the back, praise their work, and say they are really worth better salaries—how far they are getting them the following table will show. Roughly the salaries must be divided by 2 to arrive at an equivalent English figure.

MEN AND WOMEN, PRIMARY-SCHOOL TEACHERS, PRINCIPALS AND ASSISTANTS.

	Number in 1903.	Number in 1904.*
£400 and over	13	27
£300 to £400	78	59
£200 to £300	337	351
£100 to £200	417	398
Under £100	74	22

Average salary: 1903, £203. 3s. 3d.; 1904, £203. 13s. 11¼.

The average number of pupils per teacher in all primary schools is for 1904 29, but in some schools it runs as high as 48 and 49 on pupils enrolled, 41·5 and 45·7 on average attendance—and this in two of the largest town schools. In a school in which the average distribution of 677 children is 48 per teacher it is perhaps not surprising to hear of 70, and even 90, pupils under one teacher. But is this education or a Government-managed *crèche*? Pity the poor teacher. Is it a wonder she faints at her work? This, too, in a school within about seven minutes' walk of the head office!

Lord Selborne does not want the standard of education lowered. What is the standard? The following figures show:—

AVERAGE DISTRIBUTION OF CHILDREN IN ALL ELEMENTARY SCHOOLS FOR 1903 AND 1904.

Standards.....	Sub.	I.	II.	III.	IV.	V.	VI.	VII.
Percentage 1903	48·3	17·0	13·6	9·6	6·7	3·3	1·2	·3
„ 1904	40·3	17·4	14·5	11·6	8·3	4·9	2·2	·9
Ages 1903	7·7	10·0	10·9	12·1	12·9	13·4	14·1	15·9
„ 1904	7·3	10·3	11·2	12·1	12·8	13·6	14·1	15·0

Though these figures point to an improved condition of affairs for 1904, they show clearly that it will be years before the education in the elementary schools can produce any permanent results. Nearly 58 per cent. of the children are still in Sub-Standard and Standard I.

Comparing this with the standard reached in secondary education and going right to the top, we find, out of 744 children (in 5 high schools), 17 entered for the Cape Matriculation in 1904 and 9 passed, and this is at present the highest point reached by the high-school course. The Cape Matriculation is generally reckoned inferior to the London Matriculation.

The "cost per head" of education, as given in the Report for 1904, was for elementary schools £6. 14s. 2d. and for secondary and high schools about £14·7. These figures are, however, calculated solely on the basis of numbers of children and salaries of teaching staff, and represent—

For Elementary Schools (26,794 children), £179,925
For Secondary „ (1,970 „), 29,062

(28,764 children), £208,987

Total Education Department expenditure, £338,371

Difference, £129,384

In addition to the above scholars there were 3 orphanages (148 children) and 409 evening students, costing between them £7,678, leaving a balance of £121,706 not accounted for by teachers' salaries. This means another £4·25 per head all round. Add to this the fact that the Education Department's financial statement does not include public works charges, such as rent, building, light, water, and sanitary charges, which would add considerably to the actual cost per head of education to the colony—with water, for instance, at 2s. 4d. per 1,000 gallons in Pretoria and 6s. per 1,000 gallons in Johannesburg. Johannesburg College pays for its present housing in Barnato Park about £2,400 a year for rent. The cost per head for students at the Normal College, Pretoria, is £96. 7s. 9d.

To leave the question of finance, what are the conditions under which the children are learning?—Five or six schools in Pretoria condemned by the Medical Officer of Health as unfit, owing to defects of accommodation, lighting, sanitation, rotten floors, leaking roofs, &c. But the Medical Officer of Health and municipality are powerless, as they have no authority on Government premises. The Government is a law unto itself.

The condition of the outlying schools has not been reported on publicly. As regards furniture and school equipment generally, the condition of affairs has greatly improved, to judge by the Inspectors' reports. Physical exercises receive due prominence. The children's eyesight is not a matter of Departmental concern. Generally speaking, the progress all round has been considerable, and for this the teachers and inspectors merit every praise for their energy and enthusiasm.

It is, however, a matter for regret that considerable sums of money have in some cases been spent on the embellishment of town schools, and provision of what may be termed luxuries; while the provincial and farm schools have still been somewhat starved, in the provision of necessary and adequate materials and buildings. To borrow a metaphor from the present Acting Director, the canvas age is mostly passed; the wood and iron age is now predominant, and in the principal schools of important towns the stone age has set in. An unlined iron building gets hot when the sun temperature reaches 120 or 130 degs.; but a head master who considered his school so hot as to be unfit for the children to be studying in it, and sent them

* Omitting 73 teachers who are licensed, or provisionally licensed, for special subjects, but not Certificated.

home, was reprovved for doing so without previous sanction of the Department.

High schools have suffered from the desire of the Department to fill them. In this object it has to some extent succeeded, but largely by help of children unprepared for and not requiring a high-school course: by converting them, in fact, for the time into fee-paying elementary schools. This defect, however, time and elimination of the unfit are remedying.

One of the necessary conditions for the fit working of an Education Department is the gradation and certification of the teachers. By January, 1904, every teacher was required by the Education Ordinance to hold a certificate. By December, 1903, none had their parchments. Nor have they now (December, 1905); but they have been awarded, and promised shortly.

In December, 1903, there was a flutter in the Department. Previous Grading Commissions had sat and tried to hatch out schemes; but they were addled. But the Education Department must be Ordinance-abiding. How to grant Certificates to 919 teachers in a month? Call in the Inspectors and take advice. Inspectors called. Happy thought—a simple method. Number of years of teaching experience in certain classes of schools will do it. If wrong, can be rectified at leisure after January 1, 1904. Certificates awarded just in time (December 31). "Any complaints shall receive consideration." 334 claims for Higher Certificates made—172 granted.

The First Class Certificate requires six years' service under the Government—can a non-Government teacher ever obtain one?—an original thesis, and one year's travel in one or more foreign countries for additional study in the subject of the thesis, and a report on such travel. Teachers inquire: "Whence will the money necessary for such travel be forthcoming?" Department replies that a travelling scholarship of some sort is postulated by the regulations; but definite arrangements are postponed until such time as the first applicant for a First Class Certificate appears. A holder of a First Class Certificate is "eligible for any post under the Education Department."

There existed until the middle of 1904 a "Stores" section of the Department to manage the issue of stores of all kinds in the early stage of rapid development. As time went on and there was less mass of material to deal with, it devoted its attention to details that had previously been left to the discretion of heads of schools and Inspectors, until the centralizing system was carried to such perfection that it required the actual signature of a Departmental chief at £1,000 a year to sanction the purchase of items worth a few shillings by a high-school principal at £800 a year. The principal first obtained an estimate from the local tradesman, and sent this in on a triplicate application for sanction. Sanction being granted, it was returned to the principal, who forwarded it to the tradesman, who sent the goods to the principal and the invoice to the Department, which latter forwarded the invoice to the principal for certification of correctness, who returned it certified to the Department, which then paid the bill—in due course. Naturally, the envelopes containing the applications for sanction and those bearing the invoice on its many peregrinations contained special typewritten foolscap documents in official form. Good for salary-earning clerks, purveyors of typewriters, and paper makers, but hardly economical or business-like, and a most expensive method of preventing possible petty frauds by highly paid officials.

To turn to other matters, no reference to Transvaal education would be complete without some mention of the "language question" and the "religious question." These two are closely connected, and yet again are separate. Connected, because the Dutch wish their children to learn their language mainly in order that they may follow and properly understand the services of their Church. Separate, because the Dutch have not taken advantage of the "right of entry" clause in the Education Ordinance, by which ministers of religion of various bodies might on request of parents give denominational instruction in the schools. The language question is very largely a political party question. But there are educational points of view. The Dutch say: "Give a reasonable amount of time to Dutch." The Government says: "Yes, what we think reasonable, but not as much as English schools give to French or to German." "Well," reply the Dutch, "let the young children who cannot understand English have some of their early education in

Dutch." "No," reply the Government, "they must learn English" and (*sotto voce* to themselves, "we have not got enough Dutch-speaking teachers to be able to do it"). Enter Lord Selborne, however, who says: "Most reasonable demand; let it be done," and it is so ordered. Now, in sober earnest, the bilingual colonial is a no-lingual, and that is largely the reason of the backwardness of the pupils. Your bilingual Franco-German Swiss boy is not to be compared with a French or German boy for fluency of speech or power of expression. And your bilingual, or possibly polylingual, Transvaal boy (for he may know scraps of Zulu or Basuto as well as of Dutch and English) is not to be compared with an English or Holland boy. Educationally a boy is likely to make more mental progress if his early education is confined to one language and instruction given him through that language. His ideas have a chance of being clear in one language instead of in a perpetual muddle in two. Duplication of lower standards is a necessary corollary of the logical carrying out of Lord Selborne's concession, with a consequent increase in the staff of teachers, which may involve another "sick leave circular." But that circular must be explained later. In principle the scheme is sound. Lord Selborne might have been a schoolmaster, with a professional diploma for "theory," had he not betrayed his adherence to the Berlitz system, a Berlitzian of the "strictest sect."

Lord Selborne's minute appears at first sight to make a considerable concession in the language question. In fact, however, it will make but little difference. As a knowledge of the Code requirements in English is still compulsory for passing into a higher standard, the Boer child who comes to school, knowing only the Taal, and claims to be taught in Dutch, will stop in the standard in which he enters until he has learnt English enough to pass him out of it with English children. Consequently the child's rise in the lowest standards is still dependent on his acquiring English and his ability to follow instruction in English. This being so, and his Dutch language lessons being limited to three hours per week, it is inconceivable on what grounds the standard of Dutch for the Government's Lower Certificate Examination (one year junior to the Cape Matriculation Examination) is made the same as that of English. No Continental school has yet, with three hours a week, brought a foreign language to the same pitch as the mother tongue. Nor will a Transvaal school bring High Dutch in three hours, or even five hours, a week to the same standard as English. Mr. Sargant's plea that the Dutch continually heard by the pupils outside the school will make up for the short hours is beside the point. They hear the Taal, or at best Afrikaans, and the children of English parents not over much of either. Mr. Sargant cannot have read examination papers of children taking Dutch. The Education Department seems to recognize the difficulty, as it now allows five hours' Dutch language instruction in the high schools, such permission being based on what is a questionable interpretation of a section of the Ordinance, an interpretation that almost certainly was not in the minds of the framers.

But what do the politico-Dutch party really want? Not Dutch so much as control of the schools and appointment of teachers; and that, naturally enough, the Government will not give them. The educated colonial Dutchman speaks English as a rule perfectly, and in very many Dutch families English is the language in the home. General Botha speaks English with ease, but at official interviews of deputations to the Government he speaks in Dutch through an interpreter. At the Eendracht School at Pretoria (which numbers about four hundred children, boys and girls, about the same number as the boys' and girls' Government high schools and preparatory department) Dutch is by no means the subject that receives chief attention. The secretary is an Englishman, the head mistress of the girls' boarding house is English, beside other English assistance on the staff, and the school prepares for the Cape examinations, which are essentially English examinations. Be it noted, however, that this school is an independent one, not run by the same body as runs the commonly called "Dutch schools." The head master of this school has said publicly that he prefers speaking English to speaking High Dutch, as he can speak it more grammatically, and yet he is a Dutchman. Be it noted further, a matter of some interest, that there are many English children in this school.

The denominational instruction clause of the Education Ordinance was originally introduced with the idea of allowing the

Dutch ministers and those of other Churches an opportunity of entering the Government schools to give religious instruction to members of their own Churches. The Dutch Church are not in favour of "Church" schools, and have not availed themselves of the Ordinance to make the Government schools centres of their own Church teaching. The Churches called in England dissenting are strongly opposed to the scheme, and, like the Jews, look after their children's instruction in their doctrines entirely apart from their schools, and the only bodies who have availed themselves of the opportunity offered are the English and the Roman Catholic Churches. At the time of the recent Commission appointed to investigate the question only 696 children out of 29,000 were making use of the Ordinance's provisions, and the finding of the Commission was strongly in favour of deletion of the clause. The Government has left the matter over to be dealt with by the new Assembly.

The Anglican, Roman Catholic, and Jewish bodies are not likely ever to fall under the Government school system. They have had, and still maintain, their own separate schools. What is more, they have children of other Churches attending their schools, though there are the Government schools at hand. We have thus in Pretoria the apparently anomalous condition of English children attending the "Eendracht" school, Gentile children attending the Jewish school, Anglican children attending the Loretto Convent school, and, at the same time, many children of various creeds who are sent to Natal and Cape Colony rather than to the local Government schools. In spite of these notable facts, the Government has attempted, but so far completely failed, to bring all schools under its own sheltering wing. It has failed, and will fail, unless it can produce a system that gives general satisfaction. This cannot be accomplished without an entire change of policy. The Government has done its best to kill the private schools; underselling them by charging ridiculously low fees; compelling them to submit to inspection and to send in returns of attendance, staff's qualifications, &c., but giving them no Government grant; proposing at one time even to require them to send in returns of revenue and expenditure. But it has not succeeded. What is to be the end of it? Almost inevitably that the Transvaal must follow the example of Natal—maintain its own Government schools, but at the same time give grants in aid to private schools, subject to efficiency tested by Government inspection.

In Natal in 1902 there were 37 Government schools, with an average attendance of 6,031 and a cost to Government of about £41,000; there were 462 Government-aided schools, with an average attendance of 12,418, receiving Government grants of £16,241. These Government-aided schools are nearly half of them for natives, but there are 57 fixed European schools, as against 31 Government European schools, of which two only are high schools, one in Durban and one in Maritzburg, both for boys.

Such a system introduced into the Transvaal would be beneficial to education, as it would enable the private schools which exist, and which will continue to exist, to run still more efficiently than they do, while the bodies that support them would feel they were receiving some share of the money they contribute for education in the form of taxes.

DURHAM SCHOOL.

ONE tale is only good until another tale is told, and there is no finality in historical research even for a day. In the October number of this journal I gave a sketch of the "Pedigree of Durham School," showing that it had no relation to the monastery, but was a public school under the rule of the bishops, one of whom amply endowed it in 1414, while an earlier endowment "about 1320" had failed. In the fuller history of this school, since published in the "Victoria County History of Durham," I wrote: "What is perhaps the earliest mention of scholars in the Almonry, though it much more probably refers to scholars in the Public Grammar School, is a deed in the Almonry Register, whereby Richard, Bishop of Durham, formerly of Salisbury (i.e., Richard of Bury, 1333-1345), arbitrated between the convent of Durham and the Master of Trinity Hospital,

Gateshead, about the manor of Kylow (Killow) 'formerly given to the Almonry of Durem (Durham) for the maintenance of three clerks, scholars of the school of Durham, in the liberal arts (ad sustentacionem trium clericorum, scholarum scholarum Dunelmensium liberalium arcium) by Mr. Symon, of Farlington, but afterwards given by his brother Henry, the heir of Symon, to Gateshead, for the maintenance of three poor men and a chaplain.' The Bishop settled the dispute by letting the hospital keep the manor, paying 40s. a year to the convent."

The document from which this was taken I found in the Almoner's Register at Durham, written in the fourteenth century. But, alas! misled by Le Neve's "Fasti Ecclesiae Anglicanae," and adding thereto a blunder of my own, I misdated the document by a century, making it a hundred years too late. Instead of being "about 1320"—a date due to the date assigned to Simon of Farlington by Le Neve—and, instead of this Bishop Richard being Richard of Bury, the bibliophile (or bibliomaniac; for he is said to have left himself an absolute pauper by spending the princely revenues of the bishopric of Durham on buying books), who was not ever Bishop of Salisbury, the Bishop was Richard Poore, and the date of the document is at latest 1230. Moreover, there is in the same Almoner's Register an earlier document than the arbitration I had noted, namely the actual gift itself, for the benefit of the school. My only excuse for having missed it is that, utilizing the only time I had for perusing the Register, I read it in bed at midnight. Canon Greenwell, who has done so much for the history of Durham—he revolutionized the whole story of its foundation, and shows that its so-called foundation charters were fourteenth-century forgeries—having leisurely read the book, has kindly given me a copy of the grant to the school. As it clearly shows that the endowment was for the Public School of Durham, in no way monastic, and as it was late in the eleven hundreds, or early in the twelve hundreds, instead of the thirteen hundreds, your readers may be interested to see it. The original is in Latin.

To all the faithful in Christ to whom the present writing shall come, Master Simon of Farlington, Archdeacon of Durham, Greeting in the Lord. Know ye that I have given and by this present deed (*carta*) confirmed to the Almonry (*Elemosinarie*) of the house of Saint Cuthbert in Durham the manor (*vilam*) of Kylow with its appurtenances, which I bought of Walter de Monasteriis and his heirs, in pure and perpetual alms for the maintenance of three scholars of the school of Durham (*trium scholarum descol. Dunelm.*) whom the Master shall by way of charity elect (*beatim eliget*) and send every day with a tally (*tabella*) in honour of the Blessed Virgin and Saint Cuthbert to the Almoner of Durham, and he shall charitably (*beatim*) provide for them in food and drink, and they shall spend the night in the Almonry and the Almoner shall provide them with proper beds (*in lectis eis decenter prospiciet*).

In witness whereof I have confirmed this deed with my seal, these being witnesses: John of the Isle, Walter monk of Durham, Richard chaplain of the City, Laurence chaplain, Robert of Ripon, Robert Bird, and many others.

The date of this deed cannot be settled exactly. But, as the arbitration award before quoted says that after the Archdeacon's death his brother Henry recovered the manor by hereditary right in the Court of Durham, and then granted it to the Hospital of Holy Trinity at Gateshead, which was under the rule of a Procurator—a monk of Durham, who was apparently *ex officio* its nominal head, the Abbey being trustee for the Hospital—and as process had been brought by the Abbey against the Procurator and brethren for its recovery before they determined to ask the Bishop to arbitrate, some years must be allowed for all these transactions, since law moved even more slowly then than now. The bishop who arbitrated "Richard, by the grace of God Bishop of Durham, late Bishop of Salisbury (*Salisburiensis*)"—was not Bishop Richard Augerville of Bury, but Richard Poore. He was Bishop first of Chichester, then of Salisbury (where he built the present cathedral), and was translated May 14, and enthroned at Durham September 4, 1228. His very unusual description of himself as "late of Salisbury" shows that the award was made very soon after his translation, in all probability in his first year at Durham. It can hardly be doubted, therefore, that the gift for the scholars of Durham School must be placed either towards the end of the twelfth, or, at latest, at the very beginning of the thirteenth, century, which brings the direct evidence of the existence of the school up to more than a century earlier than I previously thought. As it is even then

spoken of in a matter of fact way as a well known existing institution, this greatly strengthens the argument that it existed from the days when Durham was not an abbey, but a minster; not a house of monks, but a college of secular canons.

There was nothing original in Farlington's gift establishing exhibitions for scholars in connexion with a hospital or almshouse, and it is one which would have peculiarly commended itself to Bishop Richard. For he himself had assisted in the foundation of a Hospital of St. Nicholas at Harnham Bridge, Salisbury, by Ela, Countess of Salisbury, in 1220, which still exists, part of the establishment of which seems to have been a provision for poor scholars, which was afterwards, in 1261, developed into a regular college for a warden, two chaplains, and twenty scholars, the earliest university college in England, three years older than Merton College, Oxford. The scholars were afterwards moved, like those of Merton, to Oxford, where the College was known as Salisbury Hall. Moreover, Bp. Richard was the son of Bp. Richard of Winchester, known to his day as Richard of Ilchester, but described on his tomb as Richard Toclvyve, who had attained his bishopric by his eminence as a lawyer in the Court of Exchequer and as a judge on circuit. At Winchester this Bishop Richard had wrested from the Knights of St. John the Hospital of St. Cross. Evidence still preserved at New College, given in a great suit (in 1373) between William of Wykeham and the Masters of St. Cross, who had been robbing the hospital for their own benefit, shows that the original founder, Henry of Blois, brother of King Stephen, and Bishop of Winchester, had founded it, in 1130, for thirteen resident brethren, impotent from old age or disease, and a hundred men, who were to be given daily in the Hundredmenhall porridge or pottage made in the Hundredmenpot, served out by the Hundredmenladle, with a sufficient quantity of bread, herrings, and three gallons of beer.

Among the hundred men were to be included "thirteen of the poorer scholars sent by the Master of the High School of the city of Winchester"—the predecessor of Wykeham's new college there. Richard of Toclvyve doubled the number of the recipients, making two hundred men instead of a hundred—including, no doubt, the scholars in proportion. As Richard Poore had himself probably been an official in the Exchequer, then kept at Winchester, as his father and his brother (who preceded him in the see of Salisbury) had been, he was, no doubt, well acquainted with this exhibition endowment, which, as Farlington was a Hampshire man from Farlington, near Portsmouth, was perhaps directly imitated from it. Bishop Poore secured the continuance of Farlington's gift by awarding, on the principle that equality is equity, that the then Hospital of Gateshead was to keep the manor in dispute, but to pay half the net income (then valued at £2 a year) to the Almoners of Durham for the three "scholars clerks"—"the Warden and Scholars Clerks" is still the corporate title of Winchester College—of Durham School.

ARTHUR F. LEACH.

RELIGIOUS EDUCATION IN SECONDARY DAY SCHOOLS.

AT the present time, when religious education is a subject that is often in the minds of thinking men, and is troubling the brains of practical politicians of the Radical shade, it is, perhaps, worth while to consider the question from the point of view of the practical schoolmaster. The following remarks apply chiefly to secondary day schools, although much of what is here said would be equally true for any other description of school known in this country:—

In the first place, it is an undeniable fact that there is no "religious question" in the schools themselves. The question is a purely political one, invented by Nonconformist politicians and political parsons as a very useful weapon with which to belabour a weakened Government. Like the Nonconformist "conscience," it is a political fact and a moral fiction—of great value in the days of stress and storm that precede and accompany appeals to the unthinking voting public.

You may teach the children of Buddhists, Mahometans, and Confucians in the East, and you will never find a parent who troubles his head about anything else except the secular education of his children during the hours they are in school. In

this country you will teach Jews, Roman Catholics, and Protestants of every denomination in the same school, in the same class. With the exception of the Jews—and occasionally, but rarely, of the Roman Catholics—you will never hear a parent raise the faintest inquiry that can by any stretch of the imagination be construed as evincing any practical interest in the "religious question." If your experience as teacher, governor, or manager has taken you on active service into either elementary schools or secondary schools, in no instance will you ever find that the parents of either the rich or the poor are in any way concerned with this so-called vital question. You may almost be challenged to find a school which has been troubled with a "religious question," except where some local political parson or some semi-priestlike layman has raised the question to serve his own ends while electioneering.

But there is a religious question of a different character that has often caused thoughtful and religious teachers much perturbed reflection, and that is the proper use of the Bible in secondary day schools. The Bible seems to be studied in schools for several different purposes. Theoretically, it is supposed to be studied as the one book which contains the great truths on which the Christian faith is based—truths which are the guide of even those who doubt the supernatural basis on which they are erected. The Bible is also studied as a text-book of the history and geography of the Jews, of the biographies of great prophets, kings, and teachers. More rarely it is used as an example of English literature, and its beauty as a great literary work is impressed upon the scholar.

Now, it is safe to say that the parent and the general public would, if they thought about the matter at all, assume that the Bible is taught in schools on account of its moral and spiritual worth. But in actual practice the moral truths—the spiritual teaching—of the Bible are lost: they are absolutely non-existent, except in a very indirect fashion. The Bible is used almost solely as a text-book of history, geography, and biography, and is treated by both boys and master as an ordinary school-book. If some of the really religious people only knew how the Bible is handled in schools, they would be the very first to cry out for the abolition of Scripture teaching or for its reform.

The fault for the present non-moral—one might almost say immoral—use of the Bible, lies with the ancient Universities of Oxford and Cambridge, who, by means of their Local Examinations, control in a very large measure the teaching of the schools. Now each boy who takes the University Local Examinations must take Scripture unless his father signs a declaration to the effect that he has conscientious objections to his son learning Scripture. (In the last eight years the writer has known one parent who made use of the privilege; he did so that his son might devote more time to Latin and so qualify for entrance to one of the learned professions.) Practically then, every boy takes Scripture, and he takes it on lines laid down for him by the University examiners.

We should probably all agree that an examination in "morals" for boys under sixteen could result in nothing but a race of hypocrites or sanctimonious prigs. Perhaps the Universities realize this also, and hence away go all the questions that concern life and conduct and in come all kinds of questions about people, places, and antiquities. It would perhaps not matter so very much if the questions set dealt with simple stories and broad outlines, but they do not. They are of a type that demands not a broad knowledge of important events, but an acquaintance with details difficult to acquire and useless when obtained. By way of illustration take the following questions set at the Local Examinations on the "Acts of the Apostles":—

1. Explain: *Captain of the temple, proselyte, Grecian Jew, synagogue of the Libertines, pro-consul, deputy, colony, sergeants, Areopagite, certain of the chief of Asia.*
2. What do you know of: Theudas, Ananias of Damascus, Agabus, Eutychus, the Syrtes, Aquila, Assos, Amphipolis, Antipatris?

Let some devout man explain what is the moral value of "the Syrtes." Perhaps some constant church-goer would try his hand at answering the above and also the following questions:—

3. Give four instances in which the historical accuracy of the Acts is remarkably confirmed by external testimony.
4. On what occasions does the author of the Acts use the pronoun "we."
5. Draw a map of Asia Minor, marking and naming on it important seaside places.

What is the result? It takes so long to get up all the details about Agabus and Amphipolis that there is no time left to impress the really great and useful lessons which the Bible contains for all men, even unbelievers. The splendid heroism of some of its characters, the unparalleled beauty of its language, the overwhelming force of its appeal to all that is best in man, its denunciation of all forms of sin, whether in deed or thought, are swamped under the direction of the ancient Universities by a mass of irrelevant, unimportant, and uninteresting detail. But this is, after all, a negative result. There are positive results of an even worse character.

I do not think I shall be over-stating the case if I say that many boys dislike the Bible, and regard it as a source of trouble and annoyance like other text-books. I have heard many a boy say: "I hate Scripture." If only one boy in a hundred is caused by our present methods to regard this unrivalled book as a mere school-book, is it not worth while to ask ourselves whether we should not pause and reconsider our methods? Personally I am in favour of doing away with all dogmatic religious teaching in day schools. The proper place for such teaching is the home, the church, and the Sunday school. The proper person to give lessons on morals and character is the parent or the priest.

Moral instruction is, however, indirectly a feature in the right teaching of history and literature, and, given in connexion with these two subjects, savours less of "preaching," which is greatly resented by boys unless very skilfully performed. The general tone of the school, its discipline, its *esprit de corps*, its insistence on habits of punctuality, thoughtfulness, and honourable dealing between boy and boy, and between boy and master, are worth a host of lessons on the position of Joppa, and the relation of Herod the Tetrarch to Herod the King. There should be no more definite religious teaching than is included in the following:—Let a short lesson be read from the Bible, let a suitable hymn be sung, let a suitable prayer be said at the opening of the morning school; let this be done reverently and without comment. The effect, both present and future, is by no means so inconsiderable as the professional teacher of religion may suppose.

But, if religious teaching is to be kept as part of the school curriculum for examination purposes, could not the Universities ask for the parables, and the meaning and the application of the same, or for the teaching of the Sermon on the Mount; and could they not once and for ever drop their soul-deadening, disgust-inspiring inquisitiveness as to "Libertine synagogues" and "certain of the chief of Asia?"

ERNEST YOUNG, B.Sc.

NOTES ON NOTES.

A VOICE of high authority has lately been raised against the use in schools of annotated editions of the classics. The notes, we understand, are not good for boys; yet it is graciously conceded that they may be serviceable to imperfect scholars, some of whom are to be found teaching even in public schools. We have seen nothing but an abridged report of what was said, and it were unjust to challenge an epitome. Not, then, with any purpose of controversy, but simply because the question has been newly mooted, we offer a few pedagogic and other thoughts upon it.

The objections to notes are, for the main part, obvious. They divert attention from the subject-matter; they diminish for the learner the calls on his thinking powers; a boy, especially a young boy, does but glance at them for some scrap of translation; and, above all, they prevent a habit of self-reliance from being formed.

Yet we venture to think that these objections, not weightless, have no decisive weight. Thus, if the third be brought into connexion with the first, it would appear that, the more cursory the inspection of the note, the less is the mind drawn by it from the subject-matter. As to the second, if some notes stifle thought, others stimulate it. With regard to the fourth, that notes cripple independence, it is the strongest article of impeachment. Yet the evil is counteracted when much unprepared translation is called for.

The arguments against annotations being not conclusive, we

may plead more hopefully the case in their favour. And first we see a justification for them in exceptional circumstances. May not a boy inferior to his class in one subject be saved by the support of them in his weakness? And a whole form may be backward. A teacher must sometimes read an author with boys insufficiently equipped for the task. An examination may bind him; or he may shrink from asking leave to try something easier for fear of casting reflections on others or discredit on himself. Surely in such a case notes are lawful auxiliaries to employ as a reinforcement of oral teaching.

We go further and consider, not backward boys, but boys in general. At times a text presents difficulties hardly to be overcome with a lexicon. There are choruses in *Æschylus*, and indeed in *Euripides*, which even a clever boy could not fathom without assistance. In *Aristophanes* the interpretation is sometimes a mere tradition from a scholiast. Nay, straightforward passages often have in them an allusion (*as columnatum*, &c., in the "Miles," for example) to elucidate which lies beyond the scope of a common dictionary. Moreover, there are parallels to be indicated—that inspiring teacher, Kennedy, in his commentary on *Virgil*, collected them under a special heading; and *Arrian* is read to small profit if we do not ask whence his phrases are borrowed. In short, there is plenty of business for notes to do. We suggest that they may effect it for boys in general with gain, not with detriment, to scholarship.

We are open to the retort that the teacher can do all these things himself; he can help the stragglers on, make the way fairly smooth for all, expound allusions beforehand, dictate the parallels, and so forth. That is true. But the object of notes is to save the teacher's time—to do some of the rougher work for him, and so leave him free for the discussion of finer points of grammar and language. Notes, if we may hazard a definition, are condensed "pupil room" adapted to the intelligence of the average boy.

Those who use them may chance sometimes to get knowledge that would otherwise be inaccessible. But on that we will not dwell, since such knowledge may well be of the condemned and distracting kind. Nor will we urge that, while modern pedagogues are recommending us to swallow the camel of a complete translation, it is idle to strain at a few gnats of version and comment. Modern pedagogues are not unanimous on the matter.

Having said so much about the serviceability of notes to boys, we touch briefly on the value of them for teachers. We have already said that we are not writing to any particular address. Yet we would fain hope that eye or memory has deceived us about those "imperfect scholars." All scholars are imperfect, and the more scholarly in proportion as they are conscious of their imperfections. Scholarship we have always conceived as a habit of mind resulting in great accuracy within certain limits, and in a perpetual desire to extend them. It would seem probable that head masters engage—may our coarseness be forgiven us!—the best scholars they can get for their money. It would be impertinent to inquire why more money cannot be offered. But, be your teacher more or less far from perfection of scholarship, he may learn from notes. How without them is he to obtain the latest fruits of special studies? Is he to talk, for an instance, if not a very modern instance, of Kelts and Teutons without having heard of the Miltenberg stone? It is, of course, better that he should go to learned treatises than trust to snippets from them. But seldom has he time or opportunity for any great width of reading. And it grows more and more desirable that he should apply himself chiefly to realizing and bringing home to his pupils the rare and abiding worth of the classics as *literature*.

Let us approach our subject from another side and in a lighter vein. At this moment of national storm and stress it may be not improper to set forth the economic consequences that would ensue if an important branch of industry were suppressed. Small need to state that it is native labour that would suffer, and that England would become more than ever the "dumping ground" of plain texts made abroad. Even your foreigner, be it remembered, can construct texts; nor as yet have protective duties been levelled at emendations. And the classes that would be affected by the abolition of the note-making trade are among the most deserving in the community. We trouble ourselves not about publishers. Having human curiosity on the one hand of them and human vanity on the other, they are not likely to be starved by anything except a

revolution of human nature. But, since the clergy get the prizes of education, the lay assistant master has hitherto been wont to eke out his scanty and uncertain income by preparing food-balls for young beaks. It were hard usage if now an imperial *ukase* should condemn the mouths of his own young to go short. What, moreover, would be the fate, if notes were gone, of our classical reviewers? Nothing would be left them to criticize except just those parts of the books which, as it is maliciously hinted, they are unable to read. Printers, too, would lose some of their work, and much prized opportunities of making misprints.

Lastly, the change projected would cause a grave diminution of what we may call our æsthetic pleasures. There is more to be got out of a note than the innocent might suppose. Let us, that we may give a finger-post to our meaning, tell of a trivial thing that pleased us. A professor commenting on the words *se vallis induebant*, "they pitted themselves on stakes," "impaled themselves," observed that the expression reminded him of the vulgar phrase "to get round a square meal." Perhaps the learned commentator was confounding "stakes" with "steaks." But head masters, more than others, would have a poignant sense of privation should the rule "No notes" go forth; it would be verily a self-denying ordinance. For, if lay assistant masters are the principal toilers in this humble field, head masters themselves occasionally take a turn in it. Now it is the joy of every true head master to catch another head master tripping; just as it is the legitimate ambition of a coroner to hold an inquest on a brother practitioner. There have been notes written by the heads of schools which must have yielded intense satisfaction even to the most Christian and clerical of their *confrères*. Not the supreme delight of a false quantity is always withheld.

So much have we to say in defence of annotated editions of the classics for boys. Whether our pleas be held valid or not is of no great moment. The spirit of idleness innate in man will undoubtedly assure victory to the labour-saving appliances. Our only wish is that the labour saved in one direction may be utilized in another. We hold no brief for indolence.

φ.

VILLAGE CONTINUATION SCHOOLS.

By P. SHAW JEFFREY.

THE problem of continuation schools in rural districts is one of considerable difficulty. To begin with, it must be conceded that there is no spontaneous call for evening classes in villages. The initial thirst for knowledge has to be artificially induced: indeed, cases are not unknown in which it has been found necessary to offer a bonus to students in order to procure a class at all—this bonus taking the form of a supper at the parsonage or of "free food" in some form or another. Where, however, a successful class exists experience seems to show that the young men of the village welcome the distraction for winter evenings and will often attend for several consecutive seasons, without undue pressure.

On the whole, then, one may fairly say that, given an interesting teacher and an energetic body of managers behind him, it is not impossible to form successful classes even in remote country villages, and one is tempted to ask why such classes are not more usual and not more successful than at present.

The reason is, I think, twofold. In the first place, the classes are too long. It is too much to expect youths who have spent all day in the open air at the plough tail or in the rick-yard to sit for two mortal hours on a hard bench in an imperfectly ventilated room. One has only to visit a village night school towards the end of the proceedings to see how best intentions fail before the all-pervading drowsiness. Two periods each of three-quarters of an hour's duration should, I think, be the limit: more than this becomes a weariness to the flesh.

But there is a much more serious obstacle to the success of the village continuation class than the foregoing, and that is the supineness of the village schoolmaster himself. In not a few cases the schoolmaster is the village factotum: he is probably clerk to various boards; in some cases he is also the rate collector of the district; and in any case he has small difficulty in finding occupation more interesting and

more remunerative than "teaching school" in the evenings. For this reason, instead of becoming an enthusiast for the betterment of his former pupils, he views with reluctance any further encroachment on his evening leisure, and is inclined to throw cold water on any schemes for continuation work, or at least to keep these within limits as narrow as possible.

The remedy lies in the hands of school managers to a certain extent. If they were to let it be known that in appointing a head teacher preference would be given, *ceteris paribus*, to a man interested in continuation work, they would in time evolve a race of head teachers willing to second the efforts of County Councils and Advisory Committees in making evening continuation classes in country districts a success. In order, however, to strengthen the hands of provincial Education Authorities, it would be advisable to demand from headquarters a reconstitution of the Code as far as it relates to the village schoolmaster and his acceptance of the various small offices alluded to above.

The head master of a secondary school is very straitly limited by his scheme or his board of governors or both as to what he may or may not accept as regards external work, and it is both necessary and desirable that some similar limitation should be imposed on the head master of a primary school. I do not suggest that he should be made thereby to suffer in his pocket, but that he should be paid sufficiently to allow of his disregarding all external work, and that he should be required to take in hand evening continuation classes, as part of his regular routine, and should attend in his school at fixed times, whether pupils were forthcoming or not.

I do not myself regard continuation classes in villages as a luxury for the village youth to be taken or left as the humour seizes him, and as he takes his beer or tobacco. Boys who leave the village school at the age of thirteen to scare the farmers' rooks forget practically all they have ever learnt within two years, and, if the national scheme of education as far as it relates to country districts is ever to be anything better than a hollow sham, it must be completed and supported by attendance at continuation classes. If such attendance cannot be made compulsory in England by law, it rests with us to make it almost equally so by the force of public opinion, and this could be done by any energetic body of school managers with an enthusiastic head master in their pay.

Teaching in a village school is discouraging work at the best of times, but the sense of discouragement to the head master would be greatly lessened if he had some good hope of carrying on the education of his more promising pupils over a term of years in continuation classes. It would also, I imagine, eliminate from village school time tables "exotic" subjects as distinct from "educational" by relegating the "exotics" to the evening time table if they should be required at all. This would cheer the much abused Inspector and benefit the community at large.

The appalling lack of education in our villages is never more evident than at election times, and now that we are setting our house in order I suggest respectfully but forcibly some legislation on behalf of the potentially intelligent villager and his masters. As a beginning I would recommend that there should be a formal inquiry throughout the country as to the subsidiary offices held by each village schoolmaster and the amount of the emoluments he earns by means other than his teaching.

From the data supplied Committees would have an opportunity of judging (1) how much of the teachers' energy is applied to matters other than teaching; (2) how much it would cost the country to buy that energy and turn it into its proper channel.

If, finally, some millionaire philanthropist of the excellent transatlantic type would "Carnegise" country villages by providing a village hall and gymnasium contiguous to the continuation school, with, perhaps, a "Robertsonian" rifle range attached, the village youth would turn naturally to the school for his amusements in the evening, and it would be easy to make his admission to the recreation room dependent on his regular attendance at educational classes.

The question of compensation to the village publican would be a matter for future legislation.

THE *Working Gentlemen's Journal* is a new monthly which made its first appearance on March 7. The leader, by Miss J. Merivale, discusses fully and temperately "Primary-school Teaching as a Career for High-school Girls and Graduates."

BOOKS OF THE MONTH.

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- Manual Training Drawing** (Woodwork): Its Principles and Application. With Solutions to Examination Questions, 1892-1905. 50 plates and 140 figures. By F. Sturch. *Methuen & Co.*, 5s. net.
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A Three Years' Course of Practical Chemistry. By G. H. Martin, M.A., and E. Jones, M.A. With an Introduction by Prof. Cohen. Third Year's Course, 2s. *Livingtons*.

The Gases of the Atmosphere: the History of their Discovery. By Sir William Ramsay, K.C.B., F.R.S. Third Edition, with Portraits. *Macmillan & Co.*, 6s. net.

Ganot's Physics. Seventeenth Edition. Edited by A. W. Reinold, M.A., F.R.S. Illustrated by 9 coloured plates and maps and 1,048 woodcuts. *Longmans & Co.*, 15s. [The chapter on the steam-engine has been rewritten by Lieut. Roberts, R.N., and the articles on photography by W. A. Haddon.]

Chemistry Lecture Notes. By G. E. Welch, B.Sc. *Blackie & Son*, 1s. 6d.

Practical Exercises in Chemistry. By G. C. Donington, M.A. *Macmillan & Co.*, 2s. 6d.

Practical Physics. By W. R. Bower, A.R.C.S., and J. Satterly, B.Sc., A.R.C.S. *W. B. Clive*, 4s. 6d.

Elements of Quantitative Analysis. G. H. Bailey. *Macmillan*, 4s. 6d. [The Preface gives the keynote of this truly educative treatise:—"The study of quantitative analysis is too often restricted to the performance of a series of experiments the precise significance of which is of little concern to the student."]

Examples in Physics. C. E. Jackson, B.A. *Methuen & Co.*, 2s. 6d. [Covers the average physics course in secondary schools. Answers are given to the elementary examples, but not to the advanced problems.]

Practical Object Lessons from the Plant World. H. J. Barnell. Illustrated. *Sir Isaac Pitman & Sons*, 3s. [A useful book for teachers, supplying notes of lessons and blackboard diagrams.]

The School Magnetism and Electricity. Dr. R. H. Jude. (University Tutorial Series.) *W. B. Clive*, 3s. 6d.

COLONIAL AND FOREIGN NOTES.

FRANCE.

One of the most extraordinary features of the progress of education under the Republic has been the development of libraries for the people. Education, it must always be remembered, is in modern theory something that aims at promoting the general welfare and happiness, not at the creation of an exclusive learned caste. To be prosperous and happy a community must be governed by a sound and enlightened public opinion, the existence of which can only be assured by schools that teach how to think and libraries that supply the material of thought. The French show an increasing consciousness of the necessity of having libraries to supplement schools. In 1874 France possessed 771 popular libraries. The latest figures available (published December 13, 1902) inform us that there are 2,991 popular libraries that have accepted State control, in addition to a large number which remain outside it. State control goes invariably with State support. State support takes the form of grants of books, purchased by the Ministry of Public Instruction upon the recommendation of a special committee. Control is exercised by means of inspection, whilst annual reports of the condition and growth of every assisted library must be made to the Minister. A nation that quadruples its libraries in less than thirty years bears valiant witness to its faith in the mission of the book.

The Marseille section of the Ligue de l'Enseignement is circulating for signature a petition pleading for the equality of children in the matter of instruction. The Republican principle of fraternity, it is urged, cannot be realized if by the side of free, secular, and obligatory primary education there is maintained a system of secondary and higher education accessible only to the richer classes. Accordingly, the petitioners demand free secondary education as a natural corollary to free primary. The idea is not new in France, where it is revived from time to time in spite of the practical difficulties in the way of its realization. M. Massé, reporting on the budget for this year, also advocates "le lycée gratuit"; but his plan is quite feasible. He proposes only to increase the number, at present small, of non-paying pupils in the secondary schools. Perhaps the notion of free secondary education in France is not so fantastic as it seems. For ourselves the best system would appear to be a process of continual selection, the finer intellects being taken for higher training, and assisted to it by means of endowments or at the public charge.

BELGIUM.

There are signs visible that Belgium will presently be ranked with the States in which compulsory education is in force. The Government shows no great disposition to collect statistics that would reveal the state of education in the country; but the examinations of the recruits conducted by the military authorities exhibit it with cruel frankness. The figures of the staff show that in the large towns—Brussels, Antwerp, Ghent, and Liège—from 20 to 25 per cent. of those who present themselves for military service are illiterate; the percentage of illiterates in the smaller towns rising to 35. Town communities have their schools, and spend money to support them; but many parents deliberately withhold their children from instruction.

On the other hand, in some parts of East and West Flanders there is a lack of schools, and in these provinces the number of illiterate recruits sometimes forms 60 per cent. of the whole. Under the circumstances it is welcome news that the recently established Ligue de l'Enseignement is urgent for the introduction of compulsory education. The clerical party, too, since Church schools are protected by the constitution of the State, is prepared to accept a reform that otherwise might endanger them.

GERMANY.

A Professor in England is a teacher in a University upon whom the University itself bestows the title, unless, indeed, as Mr. Matthew Arnold once remarked, he happens to be a Wizard of the North. In Germany, which seemed once about to free itself from the craze for titular distinctions, a reaction has set in. Thus in Hessen the title of "Professor" was formerly bestowed as an honour on some of the senior teachers. Selection was invidious, and the teachers protested. Now every secondary teacher becomes a professor in due course. In witness of the same tendency a decree of the Prussian Ministry, under date January 27, 1906, lays down that higher teachers (*Oberlehrer*) of *Gymnasien*, *Realgymnasien*, *Oberrealschulen*, &c., may be styled professors up to one-half of their total number, instead of, as hitherto, up to one-third; and that, if they have twelve years' service to their credit, they are qualified to receive personal rank as Councillors (*Räte*) of the Fourth Class. To us teachers are teachers whether the pupils be undergraduates or the poor children in the Isle of Dogs. But we see no advantage in labelling schoolmasters "professors." Every science, every profession, every business, gains by using definite—not indefinite—terms. And surely the value of a title varies inversely as the number of those who bear it. Yet, if these titular honours cause the teacher to be more highly esteemed in the society to which he belongs, they may haply render some service both to him and to it.

Kritische Blätter, a review of the social sciences, in a notice of certain recent pamphlets, gives us incidentally a picture of the war that is raging in Germany between the humanistic and the realistic principles of education.

The War of the Schools.

A brochure by Adolf Harnack, "On the Necessity of preserving the *Gymnasium* in Modern Times," argued the case for the classical school. He did not ask for it that it should be restored to its old position of monopoly; nay, he did not even assert its supremacy over other higher schools. "It were ridiculous," he said, "to assume that idealism was the product, only or in a special degree, of classical studies." But he held that the *Gymnasium* must be maintained on an equality with its rivals; in fact, he could not believe that its existence was seriously threatened. A few weeks later Walter Parow, of the Friedrichs-Werder-Oberrealschule in Berlin, as if to discredit Harnack's optimism, issued his "The *Gymnasium* as an Obstacle to School Reform." He, for his part, thought that the resistance offered by the old *Gymnasium* to the development of a modern *Einheitsschule* was only to be overcome by its demolition. "We look with yearning for the day when the fortress (*Zwingburg*) that dominates German youth shall fall, for the day when by the death of the *Gymnasium* its inheritance will pass to us." P. Selge, of the Oberrealschule at Gross-Lichterfelde, next inquired "To whom does the Future belong?" He dwelt on the necessity of a higher *Einheitsschule*, sought to determine the aims that it must have; considered how far *Gymnasium*, *Realgymnasium*, and *Oberrealschule*, as at present organized, could realize these aims; and came to the conclusion that the *Einheitsschule* of the future must be a *Realschule* with much language teaching in the lower and middle classes, and broadly planned instruction in physics in the upper classes. Lastly, Karl Stigler, engineer and *Baurat*, in "The *Oberrealschule* and the Admission of its Pupils to the University," discussed the subject whether the school organization, as it was left by the Prussian reform of 1901, sufficed to secure complete development of all the mental powers. He arrived at the result that Latin was useful, but not indispensable, pronounced for the unconditional abolition of Greek, and contended that the school should introduce its pupils to the study of philosophy.

Does not all this attest most visibly the modern revolt against the tyranny of the classical school? The interest and importance of the questions at issue are not, however, fully apparent until we look at them in the light of history.

Reflections.

Mediæval education aimed at producing a class of scholars for the Church and to do the business of penmanship. When the idea of national education supplanted it, the instruments of education remained for long unchanged. Slowly and reluctantly we have added to them. But on the Continent, especially in Germany, there is a perpetual and growing dissatisfaction with the amount of concession that has been made. The classical school is on its defence, and will, as it seems, have to yield more of its territory if it will save any. As to our own view of the conflict, we are not minded, for the present and in this place, to go beyond agreement with Harnack that idealism is not inspired exclusively by the ancient classics. It is possible to use them without forgetting that there are also modern humanities.

UNITED STATES.

We occasionally hear complaint made that some of our English professors are too old for efficient service; and we hear it sympathizing with the complainers and still more with the professors. From the point of view of education, however, we cannot approve the theory of the professorship as a haven of rest. In America—we submissively adopt the American custom of putting the whole for the part—the authorities of Universities and colleges incline more and more to the principle of full work for full pay. But to enforce it without harshness they must be able to pension those whom age robs of power. Harvard, Yale, Columbia, and some other institutions have already retirement funds; the Chicago and Brown Universities are taking steps to establish such funds. At Harvard, the plan (which is reported to work satisfactorily) is to pension off professors at sixty with something less than two-thirds of their last salary. We give the Harvard rule in full, as showing how, where money enough is available, clemency to age may be combined with justice to youth. It runs thus:—"Any person in the service of the University, and sixty years of age, who has held an office of the grade of an assistant professorship, or of a higher grade, for twenty years shall be entitled to a retiring allowance of twenty-sixtieths of his last annual salary in activity, and to an additional allowance of one-sixtieth of his last annual salary for each year of service in addition to twenty; but no retiring allowance shall exceed forty-sixtieths of the last annual salary in full activity. In counting years of additional service, years of continuous service as member of a Faculty, with the title of tutor, instructor, or lecturer, or as assistant in a scientific establishment on an appointment not annual, may be added, at the discretion of the President and Fellows, to the years of service as assistant professor or in a higher grade."

In Austria, we believe, there is an age limit for professors; and, as we learn, the German Kultusministerium is considering a scheme for retiring them at seventy.

Of Compulsory Education.

But let us not wander from America. We said lately that compulsory education did not in practice reach all either in France or in England. Washington, the capital of the United States, has a compulsory education law. Recent investigations have brought out the fact that more than 6,000 children there, from eight to fourteen years of age, do not attend school. This is out of a total of 48,000 children of school age in the district. It is a surprising state of affairs to exist in the very centre of American civilization, and would seem to indicate that American freedom includes a liberty to ignore the obligations of law.

A writer in the February number of the *Educational Review* deplors

Wealth and Learning.

not that the American professors are too old, but that they have too little time for their private studies. "Our greatest Universities," he says, "are very rich. They have great graduate schools. They have scholars who have proved to be productive men. And yet, when the total output of scholarly work done in them is compared with that done in Germany, for example, the result is generally conceded to be discouraging. In many cases, little is accomplished beyond the comparatively elementary research work which has its terminus in the doctor's degree. No explanation of this result seems so probable as the fact that the German professor has, as a rule, the leisure which the American professor only secures by exception." We have here another indication that the vast endowments which American Universities have received have not been so applied as to yield the greatest possible good to learning. It is the contention, we may observe, of American schoolmen—not unfriendly criticism on our part. We, judging from books, had supposed that the work done by American Universities was improving in quality and increasing in amount.

Since a somewhat exaggerated notion prevails as to the extent to which the degree of Doctor is conferred in the United States, we furnish our readers with statistics on the matter. They will see that the figures, although large, do not indicate reckless profusion with the title. The doctorates conferred in the departments of philosophy and natural science in 1904-5 were 324, those in the successively preceding years being 281, 266, 216, 253, 239, 224, and 234. Since the figures relate to thirty-five Universities, they are almost complete. Chicago bestowed the degree in the year under consideration 44 times; Harvard and Columbia each 38, Johns Hopkins 35, Yale 34, Pennsylvania 26, Cornell 21, Clark 18, Boston 14, Wisconsin 9, Michigan and New York 7 times each, Princeton 5 times, California 4, George Washington, Minnesota, and Nebraska each 3 times, Bryn Mawr, Georgetown, Iowa, and Missouri each twice, Cincinnati, Illinois, North Carolina, Stanford, and Virginia, each once. Colorado, Kansas, Lafayette, Lehigh, Syracuse, Tulane, Vanderbilt, and Washington did not confer the degree on any applicant. By the way, it would interest us to know how many Universities per head of population are nowadays considered adequate. The United States has thirty-five, and some more.

The Doctor's Degree.

AUSTRALASIA.

PROGRESS IN VICTORIA.

The Victorian Parliament has passed three measures of considerable importance affecting education. The first, the State School Teachers Act, removes a great body of grievances under which the State school teachers have laboured for years. It provided a statutory committee to classify the teachers; a yearly promotion list so constructed as to prevent any block; and a transfer list so devised as to ensure that, in future, practically all vacancies will be given to teachers according to their classifications on the classified roll. Generally the new law simplifies procedure in the State Department, and when it comes into force in 1906 should promote the recognition of merit. The second law is the Truancy Act, a measure which enables prosecutions to be started in respect of non-attendance extending over a week instead of as hitherto over three months. Under it, children between six and fourteen years of age must make eight attendances out of ten per week. The Act is expected, if faithfully administered, largely to increase the average attendance at the State schools. The third, and, in a sense, the most important, law is the Registration of Teachers Act, which embodies a long sought reform. It affects private schools especially in that it requires the registration of their teachers. In this respect Victoria is, I believe, the pioneer amongst colonies. The Act will be administered by a Board representing the Education Department, primary schools, secondary schools, the University of Melbourne, and technical institutes. All persons now teaching go automatically on to the Register and six months' grace is given to others to register. Subsequently new comers will have to give proofs of fitness.

The seventeenth annual report of the Roman Catholic Schools of the Archdiocese of Melbourne, which has just been issued, shows how great are the sacrifices made by the Romanist laity in their carrying through their policy of dogmatic religious education. The report shows that during the year ended September 30 21,484 children attended the 110 schools of the Church, and were trained by 452 teachers, of whom 249 are members of teaching orders. The cost of maintenance was £22,850.

The Romanist high schools and colleges in Victoria number 31, with an attendance of 3,051—1,055 boys and 1,996 girls. These secondary schools employ 211 teachers.

The annual summary of the work of the Council of the University of Melbourne is this year quite an encouraging affair. It shows that the debt on the general account has been decreased from £21,000 to £18,000, and the deficiency in the trust funds has been wiped out altogether. It is remarked that the innovation of evening lectures has been successful, there being an attendance of 107 students. At the day lectures 750 students attended in 1905, as against 543 in 1904, the increase being spread over all courses. Many structural and other improvements are recorded.

GREECE.

During the period of Turkish domination Greece can hardly be said to have had a system of education. The common schools (*Kοινὰ Σχολεία*) offered little beyond reading in religious books, writing, and the rudiments of arithmetic. They were generally attached to a church or to a convent, and the teacher was often the parish priest, but sometimes a mere artisan. Yet the Greeks had a continual desire for education; and when the Lancaster method of instruction was devised they were among the first to adopt it, introducing it into their larger towns. Nevertheless the standard of primary education continued very low. Secondary and higher education was sought principally in colleges established in Turkey and the islands, where ancient Greek was studied in conjunction with modern, and the mathematical and physical sciences and sometimes Latin were taught. In the decade of years (1821-31) from the Insurrection of the Greeks to the creation of the kingdom political unrest hampered progress. But to this time belongs the foundation of the *Ionian Academy* in Corfu, and President Capodistria, the most conspicuous figure in it, proved a zealous advocate of education in all its forms. If some of his work perished with him, yet the impulse that he gave resulted in the establishment of the national system of education that Greece enjoys at the present day.

King Otho was proclaimed in 1832. Hitherto English influence had been most strongly felt in the country. To England Greece owed the *Ionian Academy*; it was to England that Capodistria had sent young Greeks to be trained as teachers. With the advent of a Bavarian prince German influence superseded English. The German Meyer drafted the law of 1834, on which primary education still rests. By it all children from the completion of the fifth year of life to the completion of the twelfth must attend the primary school of the commune in which they live. Two years later was promulgated the law which, with some modifications, remains the fundamental document for secondary education in Greece. Associated with it is the name of Thiersch.

It is with secondary education that we will concern ourselves here, premising, however, that all the schools are regularly graduated from the infant school to the University.

Secondary Education.

Apart from trifling dues at entrance or for examination, secondary education is gratuitous. It is designed to prepare for the University, or for higher scientific studies, and to impart notions useful for social life. Given, however, in two kinds of schools, Hellenic schools for the first three years of study, and Gymnasia for four subsequent years, it is so ordered that the first part forms, as it were, a complete whole, and is deemed sufficient for those who do not intend to follow professional careers. A normal Hellenic school consists of three classes, controlled by three masters, of whom the senior is called *scholarch* (*Σχολάρχης*). The subjects of instruction are Greek (with a comparative study of the ancient and the modern language), religion, geography and general history, writing, arithmetic, elementary physics, natural history, music, and drawing. French and Latin are taught to pupils who purpose to go on to the Gymnasium. School begins at seven o'clock in summer, at eight in winter, the number of hours increasing with the class. In the four classes of the Gymnasium the subjects are religion (2), Greek, ancient and modern (11), Latin (4), French (3), mathematics (5), history (3), physics (3), philosophy (1), gymnastics (3), the figure in parentheses denoting the number of hours given to each in the fourth or highest form. As in the Hellenic school, so in the Gymnasium, the senior teacher is head master (*Γυμνασιάρχης*); in the latter subject masters take the place of the form masters of the lower school. To enter a Gymnasium a boy must show that he has been through a Hellenic school; on quitting it he has to pass a leaving examination (*Ἀπολυτήριος ἔξτασις*). Greek is taught much as it is in German *Gymnasien*; there is *lectio stataria* of Greek authors, with minute grammatical explanations, and *lectio cursoria*, the reading of long passages for the sake of the rhythm and the spirit.

To establish a private Hellenic school or a Gymnasium a permission from the Minister of Public Instruction is requisite. No private school is allowed to have courses as high as those in the highest classes of a public school. Thus, to obtain a leaving certificate, pupils from private schools must attend, at least for a year, the courses of a State Gymnasium.

Secondary teachers are State servants. Down to last year they were liable to be removed at any moment for political reasons, the fall of a Ministry affecting most public officials. In 1896 the primary teachers obtained by law fixity of tenure. Now, thanks to the exertions of the Pedagogic Congress of Athens in 1904, secondary teachers have gained a like security. A Council of Superintendence, consisting of professors and teachers elected by their colleagues and acting with the Director of Secondary Education, determines all cases in which removal or suspension seems desirable. Even small disciplinary punishments are inflicted only after the opinion of the Council has been taken.

MODERN LANGUAGE HOLIDAY COURSES,
1906.

Compiled from information supplied by the Special Inquiries Office of the Board of Education.

The information is given in the following order:—Place, date, fees, and address of Secretary.

Germany and Austria.

GREIFSWALD.—July 9-28. 5-15 marks. For both sexes. Conversation Classes on modern methods. Prof. Dr. Bernheim, Ferienkurse, Greifswald.

JENA.—August 6-18. Entrance, 5 marks; 12 Lectures, 10 marks; 24 Conversation Classes, 30 marks. For both sexes. Renowned for its Course of Pedagogy. Frau Dr. Schnetger, Gartenstr. 2, Jena.

KÖNIGSBERG.—Date not yet fixed. 15 marks. Special Language Courses for foreigners. Ferienkurse, Königsberg.

MARBURG.—First Course, July 9-28; Second Course, August 5-25. 40 marks for each Course, or for both 60 marks. Special German Courses (elementary and advanced): 3 weeks, 20 marks; 4 weeks, 30 marks. For both sexes. Conversation Classes; Preparatory Courses from Easter; Special German Courses. W. G. Lipscomb, Esq., Grammar School, Bolton, Lancs.

NEUWIED.—August 3-24. 42 marks. For both sexes. General Secretary, Teachers' Guild, 74 Gower Street, London, W.C.

SALZBURG.—September 1-15. Registration, 1 krone; membership, 5 kronen; entrance fee for a Course of 3-6 hours, 2 kronen, of 8-10 hours, 4 kronen. For University students and others. Lectures by University Professors. The Secretary, Local Committee for the University Vacation Courses, Salzburg.

Switzerland.

- GENEVA.—July 16–August 28. 40 francs, and 6 francs for special Conversation Classes and correction of written work. Intended for advanced students of both sexes. M. Bernard Bouvier, Administrateur du Séminaire et des Cours de Vacances de Français Moderne à l'Université, Geneva.
- LAUSANNE.—July 19–August 29. 40 francs For both sexes. M. J. Bonnard, Avenue Davel 7, Lausanne.
- NEUCHÂTEL.—First Course, July 16–August 11; Second Course, August 13–September 8. 30 francs for each Course, or for both 50 francs. For both sexes. Elementary and Advanced Courses. M. P. Dessoulavy, Académie de Neuchâtel.
- BASLE.—No Course this year.
- ZÜRICH.—Last fortnight in July. Particulars not yet to hand.

Spain.

- SANTANDER.—August 4–25. £2. 2s. if name is entered before July 1; otherwise, £2. 5s. For both sexes. General Secretary, Teachers' Guild, 74 Gower Street, London, W.C.

France.

- BESANÇON.—(a) Holiday Courses, July 10–November 15; (b) other Courses during the year, September 10 to the end of June. 30 francs, 1 month; 40 francs, 2 months. Lectures on Literary, Commercial, and Scientific Subjects. M. le Secrétaire de l'Université, 30 Rue Mégevand, Besançon.
- DIJON.—(a) July 1–October 31 (Holiday Courses); (b) other Courses during the whole year. (a) 30 francs for first 6 weeks and 10 francs for each subsequent fortnight, or 60 francs for the 4 months. Examinations for University Certificates. M. Ch. Lambert, Professeur à l'Université, 10 Rue Berbissey, Dijon.
- GRENOBLE.—Holiday Courses: July 1–October 31 (4–5 hours per day); other Courses during the whole year. 40 francs for the first 6 weeks and 10 for each subsequent fortnight, or 60 francs for the whole Course. Performance of Classical French Tragedy in the open air; Roman Theatre at Orange. M. Marcel Reymond, The University, Grenoble.
- NANCY.—(a) During the academic year; (b) Holiday Courses, July 1–October 31. (a) 50 francs for the half year, 70 francs for the whole year; (b) 40 francs for the first month, 10 francs for each following month—maximum, 60 francs. Preparation for Examinations of Alliance Française and University Certificates. M. Laurent, à l'Université, Nancy.

- BOULOGNE-SUR-MER.—August 1–30. 40 francs for each Course. For both sexes. Classes: Elementary and Advanced. M. Bornecque, Professeur à l'Université de Lille, 70 Rue de Turenne, Lille.
- ST. SERVAN—ST. MALO.—August 2–29. £2 for the whole month; £1. 4s. for half the month. For both sexes. Examinations for Diplomas. M. Gohin, Professeur agrégé au Lycée de Rennes.
- PARIS (1).—First Course, July 1–31; Second Course, August 1–31. 100 francs both Courses; 55 francs single Course. Elementary and Advanced Courses; Conversation Classes. M. le Secrétaire, l'Alliance Française, Boulevard St. Germain 186, Paris.
- PARIS (2).—July 2–28, August 1–28, September 3–29. 75 francs for 1 month, 140 francs for 2 months, and 200 francs for 3 months. Use of Reading Room at International Guild for Students. The Secretary, Guide Internationale, 6 Rue de la Sorbonne, Paris.
- PARIS (3).—Christmas and Easter Holidays Successive series of 8 Lessons: 12 francs each series. Preparatory to Summer Courses of the Alliance Française, &c. M. Louis Jadot, Université Hall, Boulevard St. Michel 95, Paris.
- TOURS.—August 3–24. £2. 2s. if name is entered before July 1; otherwise, £2. 5s. For both sexes. General Secretary, Teachers' Guild, 74 Gower Street, London, W.C.
- HONFLEUR.—August 3–30 (*i.e.*, 20 days—5 days a week). £2. 2s. if name is entered before July 1; otherwise, £2. 5s. For both sexes. General Secretary, Teachers' Guild, 74 Gower Street, London, W.C.
- BAYEUX AND GRANVILLE.—August 1–24. £2. 2s. Students allowed to go from Granville to Bayeux, and *vice versa*, without extra fee. For both sexes. Elementary and Advanced Classes. John A. Nichols, Esq., Stanley Mount, New Mills, Stockport.
- CAEN.—Easter Holidays, July 2–31, August 1–30; other Courses during the whole year. £1 for 1 week; £1. 12s. 2; £2. 4s. 3; £3 for 1 month. Lectures by well known writers. Evening Courses and Conversation Circles. Walter Robins, Esq., St. Brelades, Preston Road, Leytonstone, N.E.
- LISIEUX.—July 3–28, August 2–28; a Private Course during the whole year by M. Féquet. £1. 14s. Conversation Circles. J. Stott, Esq., Pulteney Grove, Bath.
- VILLERVILLE-SUR-MER (near Trouville).—£2. 5s. For both sexes. Conversation Circles. M. L. Bascan, Professeur, Rue Caponière, Caen.

Programmes of most of these Courses may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

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OCCASIONAL NOTES.

AT times when religious feeling is aroused it is inevitable that much foolish exaggeration and many irrelevant statements should be found in newspapers or heard on platforms. Moderate men of all parties will agree that the Education Bill does not attack religious teaching, even though it may seem to withdraw from the hands of one party an influence that has long, and perhaps on the whole not unwisely, been exerted. Mr. Acland, in his opening address in the Bar Congregational Church at Scarborough on Easter Sunday, spoke with the greatest admiration of the influence of Dr. Temple at Rugby, and recalled that "from Monday morning to Saturday afternoon they had no dogmatic teaching. Dr. Temple's influence as an educationalist was wholly apart from dogmatic teaching." The parent who, like Mr. Chamberlain or Mr. Frederic Harrison, sends a boy to Rugby or Harrow makes no inquiry into the religious beliefs of the members of the staff. It is impossible to assume that all masters at the great public schools are convinced of the value of the dogma of the Church of England, or that they teach such dogmas in their form rooms. Yet we are asked to believe (by the extremists on the one side) that Church of England parents shrink from sending their children to elementary schools unless the whole staff have declared their allegiance to the State Church. The arguments on the other side seem to us equally untenable. It is asserted that, although a man's qualifications for teaching arithmetic may be investigated before he receives permission to teach the subject, yet that as regards religion he may teach it, but may undergo no inquiry as to his beliefs. The plain truth is that the majority of teachers, though remaining devout, religious men, do not accept the dogmas that satisfied most people fifty years ago. This is true of all grades of teachers. But the

Church of England seems to see no danger except in the public elementary schools.

THE deliberations at two important conferences that have recently been held go to show that there is a large body of opinion opposed to the Education Bill, quite distinct from the hostility of the Churches. The Independent Labour Party, meeting at Stockton-on-Tees, while recognizing the increased public control to be effected by the measure just introduced, regrets that the sectarian controversy has not been settled by a system of universal secular education at the cost of the Imperial Exchequer. This party regrets also that no adequate provision has been made for the unsectarian training of teachers, or for a national system of technical and secondary instruction which may place the advantage of higher education at the disposal of the working classes, or for the medical inspection of schools and for the feeding of the children. The Socialist Conference at Bradford expressed similar views. Mr. Hyndman held that the Bill was a mere attempt of the Liberals to evade the question at issue in the interests of Nonconformists. It was said that education was the first line of the nation's defence; that a Bill to be satisfactory must provide for the complete nationalization and secularization of all education from the primary school to the University; that the first consideration was the physical well-being of the children; and that therefore throughout the whole period of school attendance the nation should be responsible for the maintenance of the children. These views are ignored by the Archbishops and framers of Bills of to-day: they may be the views of a majority in the House of Commons of to-morrow.

AS the correspondence columns of the *Times* testify, clerics have not been slow to follow the cue given them by the Archbishop. A single day's issue (April 12) may serve as sample. The Bishop of Manchester leads off in a temperately worded letter. He would like to know "why religious toleration is left to the tender mercies of Local Authorities, or what connexion there is between religious toleration and the mystic number four-fifths." We ourselves last month deprecated devolution, but we would ask the Bishop in turn whether he thinks that the House of Commons would have shown itself more tender-hearted; also whether, if the proportion of children had been fixed at one-half, he would have called one-half a mystic number. But the minor clergy mistake abuse for argument; robbery and confiscation are the mildest words in their vocabulary. Undenominationalism is "that most flabby of all shams." "Cant phrases are the special province of smug dissent." The Church must "put her back to the wall," "throw away the glove and wage war against the enemy of the souls of our children," the enemy to whom another correspondent applies the sacred words: "They know not what they do." The moderates among the Bishops are bidden to "throw away the mask of Erastianism." This is a fair *florilegium* from a single column, but we would note another point in the last letter from a clergyman. He argues his case quite fairly and temperately, but begins his letter: "My school." The phrase is used quite innocently, but it reveals the common attitude of the clergy towards national schools, and helps to explain the counter attitude of the nation, of which the present Bill is the outcome.

THE Register, as we anticipated in our last number, has received its death warrant, and for the reasons we there stated we shall not be found among the mourners.

The Register of Teachers.

But, while we fully agree with Mr. Birrell that the Register in its present shape is neither legal nor profitable to the profession, we dissent entirely from his contention that the Department by increased grants to secondary schools can do all and more than a Register of Teachers was intended to do. Let us suppose that Mr. Birrell's aspirations are fulfilled, that all the public secondary schools of the kingdom are brought under the control of the Department, and that training is gradually enforced as a condition of tenure for all their staffs: when this ideal is attained teachers will find themselves a branch of the Civil Service, not a learned profession. The Head Mistresses' Conference and the Teachers' Guild have already protested against this consummation, and we have no doubt that other bodies will follow suit. The primary teachers at Scarborough were too jubilant over the extinction of the bend sinister, Column A, to consider the future, but the N.U.T. still stands pledged to agitate for a Register of Teachers. *Pace* Mr. Birrell, the Act of 1899 gives the Board of Education full authority to constitute a comprehensive Register that will satisfy both the N.U.T. and the Teachers' Guild.

ON the subject of tenure Head and Assistant Mistresses have arrived at an agreement, and that without calling in a judicial arbiter, as did the Masters. The terms are briefly these:—(1) The head mistress shall have power to select the members of her staff, and to recommend them for final appointment to the governing body.

(2) There shall be a probationary period, not exceeding three terms, during which the appointment shall be terminable by one month's notice on either side, without reference to the governing body. (3) After this period the assistant mistress shall be dismissible only by the governing body, at the request of the head mistress, due opportunity being given to the former to state her case. These terms seem to us eminently reasonable, though we should have preferred to see an appeal granted to the Board of Education. We hope that the Council of the G.P.D.S.C. will at once give effect to the concordat.

THE second Report of the Studies and Examinations Syndicate concerning the compulsory study of Greek at Cambridge was discussed in the Senate House on

Greek at Cambridge.

April 27 and 28, too late for us to chronicle. The minority on the Syndicate have circulated a fly-leaf alleging that the second report "differs little in substance, intention, and probable result from that submitted to the Senate last March." Mr. S. H. Butcher, and the Bishop of Ely (Dr. Chase), both of whom voted *non placet* on the first report, point out in a letter to the *Times* that this objection cannot be sustained. Then all students were exempted from examination in Greek; now the exemption is confined to students of mathematics and science. Then the same degree was conferred on all alike; now the difference of studies will be indicated, as in the University of London, by a distinction of title—"Bachelor of Arts in Letters" and "Bachelor of Arts in Science."

THERE comes to us from Croydon what seems on the face of it a case of gross injustice, which cannot fail to strengthen the claim of teachers, both head and assistant, to a right of appeal. Miss Holden, the Head Mistress of the Croydon Secondary School for Girls, has been called upon by the Education Committee to resign. No doubt is thrown upon her competency as a teacher or her success as an

administrator. The sole reason assigned is "a want of tact in her dealings with those who have been placed in authority over her." This "want of tact," when probed, resolves itself into friction between Miss Holden and the Clerk of the Committee, who is also "correspondent" of the secondary school. Our knowledge of the case is derived solely from the local press, but from the Chairman's own statements it is clear to us, first, that the disagreement between the Clerk and the Head Mistress was on matters of detail, and that the Clerk was mostly in the wrong; secondly, that there was no colour for a charge of insubordination to the Local Authority; thirdly, that the decision of the Committee was based on the *ex parte* statement of their officer. Nothing but the right of appeal to a higher court can correct such cases of malversation of justice, which must occur where Town Councillors know nothing themselves of schools or schoolmasters, and have to trust to an officer who may himself be equally ignorant of either branch of the service.

IN reference to the deputation of the Private Schools Association to Mr. Birrell, Mr. George Bartley writes: "These schools do not want rates and taxes to help them,

Private Schools.

but what they do ask is that schools shall not be established to compete with them," meaning rate-aided schools. We hope the

Private Schools will not adopt such an unreasonable demand. No branch of education in England is self-supporting. For the lower classes it is free, and for the upper classes it is largely subsidized by help of ancient foundations such as Winchester and New College. Hitherto the lower middle classes have been left out in the cold, and this defect is slowly being remedied by the Board of Education and the municipalities. Mr. Bartley is indignant that the Girls' Public Day School Company should be able, by converting itself into a trust, to receive Treasury grants, and can see no difference between a trust and a limited company. There is all the difference in the world. At present the dividend is limited to 5 per cent., and in forty years the shareholders will have been paid off and the Company's schools will become a national asset. If the Private Schools Association are well advised, they will agree with their adversary quickly, submit to inspection and control within reasonable limits, and claim on these terms their fair share of Imperial and local grants.

MR. ACLAND, in addressing the Conference of the National Union of Teachers at Scarborough, was very outspoken in his denunciation of examination diplomas and certificates. He thought that any one

Mr. Acland on Examinations.

who could strike out five-sixths of the examinations of this country, and who would carry away and deposit on the Dogger Bank whole ship-loads of certificates, would be doing a very effective public service. We heartily agree with Mr. Acland, and are grieved to learn from this pronouncement that he is not omnipotent on the Education Committee of the West Riding of Yorkshire. Fifty years ago examinations were good, and served a useful purpose. They have now become a tyranny, and seem likely to squeeze the life out of education. Gradually, little by little, so insidiously that the danger is hardly apparent to the worker, teachers are becoming slaves to the examination system. We have all read "Kappa's" vigorous attack on schools. No doubt we have felt that, if a "Kappa" could be provided for every twenty boys, education would quickly become alive again. But, if a master will deliberately set himself to inquire why he has so far departed from the ideal that "Kappa" depicts, he may find the answer in the examinations for

which he is bound to prepare his pupils to the best of his ability, and which have deadened and formalized his teaching. Many masters also are never at their best, because they are filled with hourly worry lest their pupils will not know their work and do creditably in the examination—a state of mind absolutely hostile to good teaching.

ON the subject of a clause relating to the tenure of assistant masters in a scheme for Tottenham Grammar School an interesting correspondence between Mr. Daniell and Mr. Bruce has been recently published.

A New Tenure Clause. The clause in question is as follows:—
“Subject to the approval of the Governors, the Head Master shall appoint, and may at pleasure dismiss, all assistant masters.” Mr. Daniell asked Mr. Bruce for the precise meaning and effect of this clause. These are the important words in Mr. Bruce’s reply:—“Clause 10 of the proposed new scheme, while reserving for the Head Master the initiative in the appointment and dismissal of the staff, takes away from him the sole power of appointment and dismissal. The assistant masters would hold office as the servants of the Governing Body and the Head Master would exercise his authority under the clause as the agent of the Governing Body. No appointment or dismissal of the assistant masters could be effectively made without the definite authorization of the Governing Body.” This reads excellently to assistant masters, and will be welcomed by them, we are sure, as a satisfaction of all their just claims with regard to tenure. The weakness is that the ordinary man cannot see in the clause any complete justification for Mr. Bruce’s statements. It looks as if the Governing Body could, under this clause, pass a resolution empowering the Head Master to act in the matter of appointments and dismissals, and need then have no definite knowledge of appointments and dismissals until they had long taken place. We hope, however, that Mr. Bruce’s explanation may be taken as authoritative.

THE ninth annual Conference of the National Association of Manual Training Teachers was held in the middle of last month at Sheffield. Perhaps to-day we are all convinced of the value of training in handicraft. Two things stand in the way of translating conviction into action.

Manual Training. In the first place, we are accustomed to rely upon the “Reader.” It is so simple, so easy, and, above all, so cheap. Sixty shilling “Readers,” bought at the net price of sevenpence-halfpenny, will last a class for years. And when the desire and the energy necessary for making a change have been aroused we are met by the cry of expense. Mr. Judd, in introducing to the Conference a system of handicraft suitable for all schools, laid special emphasis on the slight cost of the equipment required. For a class of twenty children the initial outlay would be £12, and the annual cost of material about 10s. This does not sound excessive; but the whole *crux* lies in the number of the class. If in our public elementary schools the nation would bear the cost of three teachers where at present there is one, other difficulties would soon be overcome. No one proposes to teach sixty, or even forty, children together in a workshop. It is in the multiplication of teachers that the real expense lies. Reforms are not carried out in a moment: all that can be done at present is to continue to represent the need, and to trust to insistence and to time. The brain centres controlling the hand and the faculty of speech are closely contiguous. There is no ground for

believing that the atrophy of the one will strengthen the other.

THE discussions that have recently taken place with regard to physical degeneration, the feeding of school-children, medical inspection, and the like, have brought to the front, and impressed upon the public mind, views that to many are startlingly fresh. For thirty years we have tried to educate the mind while neglecting the body. As a nation we are only just growing out of the shackles of the Puritan teaching that looked upon the body as a vessel of clay, the proper care of which was unworthy of a seriously minded man. We now know, and the knowledge is slowly permeating the people, that the same blood nourishes muscle and brain alike; we know that in the average man the development of moral character and of intellectual power needs a body fitly nourished and warmly clothed. We are not prepared to argue that the State should directly concern itself with feeding and clothing, except by the dissemination of knowledge; though in the long run such an expenditure would probably prove to be less than we pay now for lunatic asylums, prisons, homes, and hospitals of all sorts. But we are inclined to blame the medical profession in the past for keeping too jealously to itself the secrets of good health. Knowledge as to the laws of health had to be sought in long, forbidding, technical treatises, or else in the writings of quacks whose conclusions were rightly looked upon with suspicion. But of recent years the doctors have realized their duties as citizens. The most eminent of the profession—Sir Lauder Brunton, Sir Thomas Barlow, and Sir Crichton Browne—have taken the lead in organizing congresses of hygiene and arousing educators to a sense of their physical responsibilities. They have even induced the Head Masters’ Conference to appoint a special committee.

IN a recent letter to the *Times* on the subject of physical education Sir Charles Eliot spoke slightly of the value of cheese as a food. Weight for weight cheese is more nourishing than meat. Mr. Birrell in the same connexion rather scoffed at the idea that boots were a matter of concern to the teacher. Yet it is often insufficient clothing that helps to produce the physical wreck who proves so costly to the nation. It is well known that in crowded areas many diseases diminish regularly when the schools are closed, only to increase again at the end of the holidays. Rabies has been banished by legislative measures. It is true that children are more numerous than dogs and less amenable to strict discipline. But many diseases are preventible: it is a question of cost and trouble. The importance cannot be called in question. With proper medical inspection and a sufficiently wide organization to ensure that all needy children are provided with proper food and clothing, another generation would see an immense improvement in the physical well-being of the nation. First and foremost we want information. Children are ill nourished because their mothers neither know what is the proper food to give them nor how to cook or prepare that food. It is often ignorance and the desire for smartness that result in the purchase of unsuitable clothing. Putting the argument on a commercial ground, it would pay us to look after the physical welfare of the children of the masses in the large centres of population.

IN the matter of educational endowments, the Education Bill proposes to complete the powers given under the Education Act of 1902 and subsequent Orders in Council,

Educational Endowments.

and to make the Board of Education the controller of all such monies. Any scheme in relation to which proceedings have been begun during this current year may go through in the ordinary way; and any educational endowment founded within the last thirty years may remain unaltered except by consent of the governing body of that endowment. With these exceptions, the Board of Education will have power, if this Bill becomes law, to investigate and overhaul and rearrange any educational endowment; the latter phrase including any monies that, in the opinion of the Board, ought to be applied to educational purposes. In case of doubt as to the objects of an endowment the Charity Commissioners shall decide the matter. If a petition is lodged against an Order of the Board, and if it is persisted in, the question may finally come before Parliament, and, if Parliament so decide, the petitioner may be heard by counsel according to the procedure adopted in the case of private Bills. This part of the proposed Bill is not easy for the lay mind to follow, but it assuredly means that the Board will acquire powers of control over all educational trusts of whatever character, and that they will be able without difficulty to vary the instructions of the pious founder, provided he died at least thirty years ago.

IT seems clear from the clauses above referred to that the Board will acquire power over the training colleges belonging to religious bodies. All of these are endowments to the extent, at least, of their buildings.

Training Colleges.

Beyond the buildings the endowments and annual income from subscriptions of these Colleges are, we believe, insignificant in most cases in comparison with the annual expenditure, the main part of which, of course, is borne by the national Exchequer. Great have been the complaints of the exclusion of candidates on the ground that they do not subscribe to a particular formulary. From the point of view of the religious body itself, it might fairly be argued that this policy has been unwise. Denominational training colleges claim to have a certain distinctive "atmosphere." This ought to influence all and any of the students, whether on entrance they adhere or not to the distinctive teaching. According to the Bill regard must be had primarily to educational advantage. When this is secured provision in respect to any particular religious worship may be made. In this connexion a point arises that will require elucidation when the Bill is under discussion in the House. If a teacher is free from all tests of religious belief, and, seeing that the word "teacher" is so defined as to include pupil-teacher, can creed tests be logically or legally imposed by authorities of training colleges?

THE Bill expressly excludes from the operations of the clauses dealing with endowments—(1) any University or any college or hall in any University; (2) any of the schools mentioned in Section 3 of the Public Schools Act of 1868; and (3) the administrative powers of the Bill shall not affect the colleges of Eton and Winchester, except with the consent of the governing body in each case. Ireland and Scotland are each excluded. Wales will have its Welsh Council, which may supply and aid education of all kinds, including apparently University education; though over the latter it will have no control. Saving, then, for these exceptions, the Board will become the real controller of all educational endowments of whatever kind, and the real Authority in England for education of all grades.

Limitations of the Powers of the Board.

THE difficulty felt by Local Authorities as to spending money on the training of teachers who may, so soon as they are trained, go into the service of another Authority is a very real one. There are Authorities who openly ask why they should incur expense when, by offering a 5 per cent. increase of salary, they can fill up all vacancies. The difficulty is serious, and must be met. We cannot feel that in the new Bill a satisfactory solution has been found. It is doubtful whether a student in training can be legally bound by his promise to work for a period (not exceeding seven years) in the area of the Authority who paid part of the expenses of his training (it must not be forgotten that the State already pays the greater share of the cost); and the provision that the amount spent on a student who transfers his service to another area is a debt that can be recovered from the Authority of that area seems scarcely to be taken seriously. The stronger objection to the term of service is the limitation it imposes on a teacher's liberty to move from the home area and gain fresh experiences and a wider outlook in life. This, in our opinion, is a fatal defect. The only alternative is to be found in throwing open training colleges to all qualified comers and putting the cost upon the national Exchequer.

The Seven Years Pledge.

UNDER the Bill any borough or urban district with a population of fifty thousand may apply to the Board for power to become an Authority for Part II. of the Education Act of 1902. This is an obvious and necessary extension of the earlier Act and can, we imagine, meet with no opposition.

Part II. Authorities.

Any large and increasing residential area may look forward, when its population reaches fifty thousand, to taking over the management of its secondary schools, pupil-teacher centres, and technical institutes. It will then rate itself for this part of its educational work and neither receive from nor pay to the administrative area from which it has been detached any rates for secondary education. The limit of the 2d. rate for this part of the Act of 1902 will also be abolished if this Bill passes. Here, again, there can be little opposition. The 2d. limit was but a trial. It has been obvious all along that the money raised would be insufficient, seeing that the education of pupil-teachers and the training of teachers has to come out of it. However much, as rate-payers, we may dislike the idea, we must face the fact that education rates are going to rise considerably.

ONE perfectly fair charge brought against the Act of 1902 was that under its provisions local interest in educational matters was in danger of dying out owing to the centralization of control and the removal of any real power from the local managers of public elementary schools. The present Bill makes an attempt to remedy this. Any area, however small, may require the County Council to delegate to it any powers or duties with regard to the management of its schools with the exception of the powers in connexion with the appointment, payment, and dismissal of teachers. Opposition will no doubt be taken to this exception; but it is obvious that teachers trained, paid, and pensioned at the cost of the nation cannot be left to the whims and fancies of very minor Authorities. The clause will do much to revive local interest in schools; at the same time, and speaking quite generally, local interest is not apt to be keenly aroused except where expenditure of money is involved. It will still remain for the County Education Committee to invite local co-operation by the reasonableness, courtesy, and consideration of its administration.

Devolution.

WE need not heed the stage thunder of excited clerics who pronounce undenominational teaching "a form of religious instruction infinitely worse than secularism," and speak of School Board religion as "the hogwash of Christianity," but the objections of the Bishop of Birmingham and of Canon McColl are soberly stated, and call for a serious answer. Dr. Gore urges that it is impossible to teach effectively the Sermon on the Mount without raising the question of the authority of the Speaker; that, as Churchmen hold, no one is qualified to give Bible lessons who is unable to subsign the Articles of the Church. In the same sense, Canon McColl demands from Mr. Birrell a formal definition of "the fundamental truths of Christianity," and, if this is satisfactory, a further guarantee that these truths shall be taught by men who hold "the historic Creed of Christendom." Our answer to Dr. Gore is that theology, in its strictest sense, has no business in the schoolroom. In science, no less than in religion, "omne exit in mysterium," and a lesson in physics or natural history involves questions on which philosophers are no less divided than theologians. Dr. Gore will remember how the first verse of St. John's Gospel is treated in "Faust," and even he would find it difficult to expound to children the full significance of the first verse of Genesis. Canon McColl tells a story of a School Board teacher who was expounding to his class "the doctrine of miracles," and compelled by an inquisitive pupil to confess that he did not himself believe in miracles. The story sounds apocryphal, but Canon McColl vouches for it, and the moral of it is not what the Canon suggests, that the Bill will encourage cynics or hypocrites to teach what they do not believe, but, what we knew before, that some teachers are fools. To return to Dr. Gore, we would answer in a concrete form: to a child it is immaterial whether a lesson on "Blessed are the merciful" or on the Good Samaritan is given by a homoousian or a homoiousian.

MR. BIRRELL, in his great speech on the Bill, stigmatized the offensive phrase "the undenominational conscience." There is another false coin which has passed current and needs nailing to the counter. What could be more absurd than talk of "the endowment of Dissent"? The phrase can bear only one of two meanings—either that Dissent is a homogeneous body of believers, or that it is united in a Mephistophelian negation of all religious creeds. The Dissenters may well turn the tables and ask the Bishop of Birmingham to define what he means by Church doctrine. Do not the Ritualist and the Low Churchman differ among themselves no less widely than the Calvinistic Baptist and the Primitive Methodist? Would Dr. Gore expound the second half of the Church Catechism in the same sense as the Dean of Ripon? We have ourselves heard an extreme Anglican declare that nine-tenths of the religious teaching given in Church schools is utterly worthless—worse indeed than none at all.

THE Head Master of Eton writes to the *Westminster Gazette* to protest against the use of quotations from Bishop Westcott and Archbishop Davidson in favour of Cowper-Temple teaching. "To discuss the matter from this point of view is to ignore, first, child nature, and then the claims of citizenship." This is a dark saying; but an elucidation follows:—"Educational policy will be judged as it favours or thwarts the incorporation of children into denominational bodies." Were this test applied to Eton, the Head Master could hardly claim for it a high place in the

scale of schools. For "some dribblets of sound Bible teaching" it might take credit; but the distinctive notes of Eton—"Montem" and "Pop" and "College Beagles"—can hardly be styled denominational. "Incorporation," *i.e.*, *esprit de corps*, the public-school spirit—this is what we want to see permeating all our national schools, but of Church school treats and Chapel tea parties we have already too much. Sects there must needs be, but the less childhood knows of them the better, and citizenship knows no distinction of sect. If it is a good thing that Protestants, Romanists, and Jews should share the common life of a boarding school like Eton, it is surely illogical to condemn a Bill as radically bad because it does not favour the discrimination of day-school pupils into denominational bodies.

OLD FRENCH AS A SCHOOL SUBJECT.

By H. J. CHAYTOR.

A RECENT article in this journal has discussed the advisability of withdrawing Latin from the secondary-school curriculum. The subject of this paper will, it is hoped, provide some small reason for its retention. More than half of the average school curriculum is devoted to some form or other of linguistic teaching. This is as it should be: an important part of the business of life consists in the intercommunication of ideas; for instance, the scientist who attempts to popularize his discoveries and succeeds merely in realizing the ideal of language as an instrument for the obscuration of thought exemplifies the consequence of an education ill balanced upon the linguistic side. A powerful instrument of use in developing the feeling for language is the study of philology, if taught upon the right lines: and it may be claimed that the most suitable language for the purpose is French. The philology of the Latin and Greek languages is too extensive a business to be capable of that definite treatment which secondary teaching demands, and the mind of the boy is generally clouded by the remoteness of the origins and the immensity of the field to be covered. The claims of English and German for philological treatment might be argued with greater plausibility; but here, again, the origins of Germanic philology are outside of a boy's scope. Anglo-Saxon, which might serve as a halfway house, is not a school subject. French and Latin, on the other hand, represent exactly the basis required for such teaching; the origin and its result are school property, and it is obviously the business of the teacher to make some attempt to explain the intervening process.

At first sight it would seem that any one engaged in teaching French to boys who learn Latin could hardly fail to show the connexion between the two languages—by accident, at least, if not of set purpose. And, as a matter of fact, there are probably very few boys who could not write down a number of French words which "come," somehow or other, from Latin, if they were asked to do so; there are very few teachers who have not had occasion to refer to Latin in the teaching of French. But when we leave the haphazard, the amateurish, and the unmethodical, and from the occasional dropping of scraps of information turn towards a regular lesson in French philology, and ask whether we may give definite and systematic instruction in the subject, then objectors start up to smite us with staves. "The subject lends itself to cram." If incompetent examiners be appointed whose only notion of setting an historical question is to write down a string of words and ask for their derivations, then will cram flourish exceedingly. "There is no time for the subject."—One cannot answer for every time-table in the country; but there are few public schools where the top forms could not spare half an hour a week for historical French, and a great deal can be accomplished even in this short space. "The Latin of modern sides is hardly equal to the task."—Then such a modern side must have been very badly taught: modern sides are ceasing to be the school sink or ashpit for the dumping of intellectual fail-

ures, and can take an intelligent interest even in Old French. It is a subject that interests boys for many reasons, and chiefly because they feel that the Latin they have painfully acquired is of some use after all—is something more than the instrument of mental discipline on which speech day orators expend their encomiums.

As in most cases, the question "solvitur ambulando." A few weeks' teaching will soon make plain to both teacher and taught whether the subject is worth the time spent on it or not. It depends, of course, entirely upon the teacher whether the boys think Old French tiresome or interesting. And here a few words as to the proper method to pursue. Our object is not to turn out erudite *romanistes*, but simply to enable boys to see the aims which have to be kept in view, and, above all, the methods by which investigation is conducted. To sit a boy down to "look up" derivations and historical phonetics is to sicken him of the whole business. If the school library possesses such a book as Darmesteter's "Historical Grammar," so much the better; but such books are for reference, and not for class use.

The teacher will begin with some preliminary observations. It will be necessary, first of all, to point out that the language of a country is by no means uniform at any one time, and that, roughly speaking, we shall in every case find three strata—the literary language of books, the spoken language of the cultured classes, and the vulgar language of the common people. Examples will then be given to show the existence of these three strata in the case of Latin, and it will be explained by what means Latin was distributed over the countries within the Roman Empire and what kind of Latin was carried into them. The question then arises: If Latin was spoken throughout the Roman Empire in the main centres of population, why has it not developed into one Romance language instead of into several? An explanation is thus evoked of the causes tending to produce linguistic separation, and a table of the Romance languages may be given. We have then to confront the problem of the line of demarcation between one language and another, and it will appear that in cases where Nature has not provided a geographical boundary this is by no means an easy task, and that the only means of distinguishing, for instance, French from Provençal is by a strict attention to the phonetic peculiarities of both languages. The fact that one language shades off into another through a series of dialects will also lead to discussion of the difference between dialect and language, and when the several dialects of French have been differentiated, and the reasons explained which led to the final predominance of one, the class should have been provided with some facts bearing not only upon the history of French, but also illustrating the influence of geographical configuration and of political progress upon linguistic development.

Something must then be said upon the subject of phonetics. It is not necessary at the outset to teach more than the changes undergone by the Latin tonic vowels, and these only as simply as possible. The form may then begin to read a piece of Old French without more ado. Such reading has, indeed, been the object of the foregoing explanations. To lecture upon the history of the transition from Latin to French and to conclude with the details of phonetic change or of historical grammar is to disgust the form with the subject.

The boys should be put on to translate from the outset; when they stick at a word, the teacher should help them to its meaning, when possible, by showing them the phonetic changes on the board, and so taking them back to the Latin. Most boys who have learnt Latin and Modern French for some years will be able to make out a great deal with a little practice. They must be made to take notes, and to formulate their rules for the mutation of vowels and consonants as they go along; constant back reference must be made to rules already enunciated. It is well to take a specimen of a well marked dialect at first. Norman French is useful to boys who may wish to read modern history at the University, and here local peculiarities of dialect had better be neglected as far as possible, and only the general characteristics emphasised. The teacher must, whenever possible, show how the Old leads to and explains the Modern French, this being the great reason for teaching the subject; and he will find many a peg whereon to hang rules of Modern French in better order than they appear in the grammars.

He must devote careful attention to the study of "semantics," and show how words become restricted or enlarged in mean-

ing—the phonetic change, for instance, involved in the transition from *mutare* to *muer* is of minor importance in comparison with the lesson that may be drawn from the respective meanings of these words. The workings of analogy will interest the boy who is prone to disfigure Latin prose with such forms as *potebam*. The question: "What is an irregular verb?" will not be answered by the assertion that such a verb cannot be brought under one of the "four conjugations." Syntactical problems, in particular, must be subjected to this form of treatment, and the formation of the future and conditional tenses or the agreement of the past participle must be explained by reference to the changes of meaning involved. To make the case clearer, we may take the formation of the conditional tense as an example.*

The future tense (the origin of which has been already explained to the form) considers future time from the point of view of the present. The future tense may also be regarded from the standpoint of the past—e.g. (1) "General White in Ladysmith observes: 'To-morrow the enemy will attack'" (future). (2) "General White, by the power of imagination, regards the attack as delivered, reviews the circumstances which led up to it, and observes: 'To-morrow the enemy should attack' (i.e., if my calculations are right)" (subjective conditional—*attaquerait*). (3) "General White, transporting himself into the past, by imagination, sees that, owing to circumstances, the enemy cannot help attacking, and says: 'Le lendemain, l'ennemi devait attaquer'" (objective conditional).

Now Latin could not express the second meaning, as it had lost the periphrastic conjugation (fut. part. and *sum*), and therefore a new tense—the imperfect future or conditional—was called into being, formed as the future with *habere*. So Tertullian could write in the sixth century: "Nazareus vocari habebat secundum prophetiam." The difference between the subjective and objective uses is shown in two Provençal translations of St. John's Gospel (Paul Meyer, "Recueil d'anciens Textes," page 36, Vol. I.): "Sciebat enim quisnam esset qui eum traderet," where one translator takes the subjunctives as being Jesus's thought, and translates: "Sabia cal's era che lo trairia"; while the other considers the betrayal as certain, and translates: "Sabia cal's era aquel quel devia luiar."

After this the teacher will proceed to ask for modern uses: "I ought to have done it," &c.; and, if there is time, and the text in use brings up the question, to discuss conditional sentences.

It may be objected that such explanations as these are far too wide, and that there is no use in quoting ancient Provençal to learners of Old French. On the other hand, it can be answered that we are educating, not cramming; to show boys how to go to work, how to use their tools, and how to get to the bottom of things is our object; and this cannot be done if our explanation of the future simply is that it can be formed by adding *-ai* to the infinitive in the first conjugation. An insight into methods of working and searching for explanations from the beginnings of language is worth more to a sixth form than all the derivations in the language learned by heart.

Thus Old French is to be taught empirically. Boys then feel that they are doing something for themselves, and contributing something to the elucidation of a problem; the text helps them to keep in connexion and remember the rules they have been told, and, even if they forget them, they will have gained a valuable experience in method. One last objection remains: that there exists no book suitable for our purpose. The question of expense is one to be considered, and too heavy an addition to the book-bills of a sixth-form boy would hardly be justified here, since Old French can never be more than a minor subject in schools. If the 4s. 6d. which will procure F. F. Roget's "Introduction to Old French" (Williams & Norgate) be thought too heavy an expense, we are reduced to selecting and printing our own texts privately. For our purpose all that is required is a small book containing a few pieces in prose and verse at the price of a shilling or eighteenpence. Any publisher who would produce this would confer a benefit. The "Primer of Old French," by Messrs. Clarke and Murray (Blackie & Son, London, 1902), would serve our purpose were it not for the Modern French translations upon the opposite page, which rather destroy the effort at discovery which the form is

* See Karl Foth, "Verschiebung der Tempora in den romanischen Sprachen." Boehmer, "Romanische Studien," Vol. I.

expected to make. The "Recueil de Morceaux choisis en vieux français," by Eugène Ritter (Geneva, 1885, 2 fr. 50 c.), contains a fair selection of texts, and nothing else. Of historical grammars the English translation of Darmesteter's "Grammaire historique" (Macmillan) is undoubtedly the best for purposes of school reference.

THE SHEFFIELD CONFERENCE.

THE thirteenth Annual Conference of the Teachers' Guild of Great Britain and Ireland opened at Sheffield on April 23, with a reception given by the Lord Mayor and Lady Mayoress in the Town Hall, at which the best traditions of civic hospitality were well maintained. The number of members attending, apart from those living in Sheffield, was somewhat smaller than is usual at these Conferences. Had the members of the Guild realized the genial warmth of a Yorkshire welcome and had they known how easy it is to get away from the industrial parts of the town into some of the finest scenery in Yorkshire or Derbyshire, perhaps the attendance would have been larger. But the zest of those who did attend made up for paucity of numbers; and from the point of view of an enjoyable holiday, coupled with a little "educational shop," the Conference was voted a great success.

The more serious work began on the Tuesday morning with an address from Dr. Alex. Hill, Master of Downing College, on "The Teaching of the Laws of Health in Schools." Dr. Hill, after a few introductory remarks relative to his installation as President for the year, spoke as a physiologist who, on the whole, objected to the general teaching of physiology in schools, though certain knowledge, especially in reference to germs, might well be taught, provided that its individual application is avoided. Miss Morris, Lecturer to the West Riding of Yorkshire, took a view somewhat opposed to that of Dr. Hill. While deprecating any teaching that induced introspection at too early an age, Miss Morris thought that the reverent care of the body should be taught as a preventive against future tragedies resulting from ignorance. Of this subject we hope to give our readers a fuller report next month. Prof. Findlay, who followed, twitted the Conference with being led away by popular cries into empty discussions upon matters as to which the teacher could exercise little influence. He was sceptical as to the whole value of teaching of morals, civics, or the like; the experience of America was a warning to us. Before we attempted to get any general teaching in this subject, we must have demonstration as to methods employed and results obtained. But teachers should beware of lightly undertaking responsibilities they cannot carry out. Several speakers followed, and an interesting and profitable discussion was the result.

The second subject was introduced by the Rev. H. Hudson, Principal of St. Mark's Training College, Chelsea, who, in dealing with the relation of the Board of Education to the Local Authority, pleaded for more freedom for the locality and less interference from the Board. Too great centralization would check progress and tend to take the life from the work of the Local Authorities. In reference to training colleges, Mr. Hudson thought Local Authorities ought to define more carefully the obligations students were under in accepting aid from the rates or from the Treasury; and to state exactly how far students could honourably withdraw from these obligations if they repaid the public money that had been spent on them. He strongly objected to the attempt to confine students and teachers to a certain area. The elementary school, the pupil-teacher centre, the training college, the University, the school in which the finished product will teach may all be in one small area. The result may be a very unfortunate limitation to the experience and knowledge of the next generation of teachers. If one may sum up in a few words the discussion on this point, one would conclude that on the relation of the Board of Education to the Local Authorities the members of the Conference scarcely knew which to distrust more, the official Inspector from headquarters or the representative of the rate-payer at home.

In the evening of Tuesday Mr. J. A. Green, Professor of Education in the University of Sheffield, opened a discussion on the subject of Registration and Training. He admitted that the Register had failed in the primary purpose of encouraging training; though at the same time the existence of the Register for four years had done something to familiarize teachers with the idea of training; and even the secondary-school master, with his cloak of tradition that protected him from new ideas, was beginning to think about training. But the Register should not have been ended: it should have been mended. Prof. Green advocated a Register of persons qualified to give higher instruction. This Register would be based on training, experience, and high academic qualification: it would be open to any one, and would, therefore, satisfy the N.U.T., as the speaker believed. He did not advocate a Register that would include all teachers. Miss Cleghorne, of the Executive of the National Union of Teachers, said that one of the

objects of the Association she belonged to was to secure a comprehensive Register of all teachers without reference to the type of school. The N.U.T. was glad the present Register should die; but was quite willing to help in the formation of a new Register on better lines.

Mr. Storr, who was unavoidably absent, had written a letter which had been read to the Conference. He said the question really was whether teachers were to be civil servants or members of a learned profession. Miss Cleghorne and Prof. Findlay, who spoke subsequently, agreed with the views expressed by Mr. Storr. Prof. Findlay also stated that he was not altogether discouraged with the results of seventeen years' work in favour of training, and he pointed out that seventeen years ago Sheffield would not have believed that it would have a University and a Professor of Education in 1906. Things had progressed considerably, and would advance further as people gradually learnt that the study of education was helpful. Miss Escott, of the Sheffield High School, expressed the views that have already been uttered by the Association of Head Mistresses.

Many other speakers followed. The general feeling seemed to be that, while the existing Register could be buried without too much weeping, yet the Guild must exert its utmost influence to secure a fresh Register of qualified teachers.

On Wednesday morning an interesting discussion took place on the best arrangement of the school day (including home-work) and of the school year. Mr. Tristram, Head Master of Loretto School, insisted that conditions of health were paramount, and proceeded to outline the ideal day in a boys' boarding school. We hope to give a fuller account of his views in a subsequent number. Mr. Kahn, who followed, dealt with the subject as chiefly a matter of brain hygiene, and spoke strongly upon the imperfect physical conditions in boys' day schools. In the later discussions the feeling was strongly expressed by several speakers that the chief difficulty in the way of a proper organization of the school day was to be found in the regulations of the Board of Education, which pressed with especial hardship on girls' schools. It was also pointed out with perfect truth that the Board is always ready to listen to, and be guided by, any carefully considered expression of expert views.

The second subject of the morning session was introduced by Prof. Findlay. Apparently having in mind the increasing desire of Local Education Authorities to pass as many pupils as possible through the secondary stage of education, he questioned whether after the age of fifteen an ordinary secondary school was the best training ground for a large proportion of future citizens; and thought that only those who were morally and intellectually worthy should remain at school after the age of fifteen. Miss Escott, Head Mistress of the Sheffield High School, dealt with the subject chiefly as it would affect high-school girls, who, if they left school at fifteen, would have little or no further intellectual training. She would have every girl, in the limited class from which she drew her pupils, stay at school to the age of seventeen or eighteen.

In the afternoon Mr. Trice Martin, Head Master of Bath College, spoke on the subject of school-leaving examinations and University entrance examinations. He urged the need of co-ordination to reduce the number of existing examinations and to maintain a constant value in the work of schools and Universities. The Board of Education should bring about this co-ordination, but should not itself conduct the examination. A paper written by Mr. Rayment, Vice-Principal of the Goldsmiths' College, was then read. After an interesting discussion and the passing of cordial votes of thanks to the authorities in Sheffield who had welcomed the Conference the public session was brought to a close. In the evening the members were entertained in the University buildings by the Vice-Chancellor, Sir Charles Eliot, and Dr. Hicks, the Chairman of the Sheffield Branch of the Teachers' Guild.

THE SCARBOROUGH CONFERENCE.

THE bright sun and the fresh invigorating air contributed to the good temper of the two thousand delegates from local associations who met at the Annual Conference of the National Union of Teachers at Scarborough. Climatic conditions have great influence. On this occasion, when "burning questions" which stir the feelings to the utmost were under discussion, it is fortunate that exterior conditions were favourable to peace. In a large hall where some two or three thousand persons are present, inhaling wearily the exhausted air, it is easy for passionate feelings to be aroused. The delegates, keenly interested and following with close attention each speaker's points, applauding with enthusiasm or dissenting with complete frankness, remained always alive to the seriousness of the debates which will be taken by the country as representing the views of some fifty or sixty thousand teachers in public elementary schools.

The President's Address.

Recreation in the form of excursions, public functions, dinners, balls, reunions were by no means neglected by the delegates, who, clearly,

had come for a holiday as well as for business. We only deal here with the political aspect of the Conference. This part of the proceedings was begun on Easter Monday afternoon by the incoming President's address. Mr. T. P. Sykes refrained from adding fuel to the "burning questions." He asked his listeners to consider the effect of the Education Bill on the children who would be taught under its terms. It was in the elementary school, he said, that the indefinable something aptly called "the soul of the nation" was produced. The children in the schools to-day would be the citizens of to-morrow, and it depended on what went on in the schools whether they would be sober-thinking citizens or the reverse. That was the task of the teacher—to develop and train the dormant faculties of the child, to encourage the tender mental hand, as it were, of the child to reach out and grasp something of the complex phenomena of life by which he was surrounded. Would the new Bill help the teachers to do better in the future the work that they were now doing? This was the touchstone by which they must try the Bill. He approved the financial provisions, but pointed out that the extra grant of one million pounds, if it were equally divided amongst the public elementary schools, would come to just fifty pounds for each. He also viewed with the liveliest satisfaction the abolition of religious tests, on the ground that the teacher could not do his work satisfactorily so long as he was dominated by the theologians. Mr. Sykes admitted that the chief struggle would centre round the clauses dealing with religious teaching. He instanced a town in which were two schools separated by less than three minutes' walk. In the one, a Council school, there were about 40 per cent. of children of Church parents; in the other, a Church school, there were to be found children of professed Nonconformists to the extent also of 40 per cent. of the whole. In these schools the first half hour every morning was given to Bible teaching. In the Church school part, and only part, of the Church Catechism was taught. With this exception the syllabuses of the two schools were interchangeable. No child during the past twenty years had been removed from the one school to the other on account of the quality of the religious instruction. He was convinced that there was no religious difficulty felt by parents, and therefore deprecated the introduction of an opportunity of fanning religious bitterness by asking parents to appeal for sectarian teaching. He found the Bill wanting in that it failed to raise the age of compulsory attendance above twelve years. He closed his address with an appeal for more satisfactory staffing in elementary schools. Not only were more teachers wanted—the classes were twice too large—but the Board of Education should recognize the individual child. In Bradford Grammar School there were 538 boys taught by a staff of 28 qualified masters. This staff would be sufficient, according to the regulations of the Board of Education, for an average attendance of 1,680 children in a public elementary school, meaning a school with at least 2,000 names on the roll. Under the conditions teachers in elementary schools became skilful in presenting a subject lucidly to rows of listeners, rather than in stimulating intelligence. The result was that in training to think the primary schools were weak. Mr. Sykes is correct in saying that by doubling the number of teachers, by insisting that all are qualified, and by raising the compulsory age of attendance to fifteen years, the only serious reproach against public elementary schools would be removed. But it was only by slow degrees that the nation would be induced to face the cost of these changes.

The Education Bill.

On Tuesday the session for public business opened. The hall was packed with delegates anxious to discuss resolutions on the Bill which were to take precedence of the published agenda. The first resolution was as follows:—"That this Conference expresses approval of those principles of the Education Bill of 1906 under which all public elementary schools, their teachers and managers, are to be brought under complete popular control, and under which creed tests for teachers are to be abolished." Dr. Macnamara opened the discussion in a spirited speech in which he showed that these principles were simply the logical result of the Act of 1902. That Act put all public elementary schools upon the rates and taxes. Complete public control must follow. At present the teacher in a non-provided school had to serve two masters—the Local Authority and the managers. His position was impossible. The creed test, he considered, put a premium upon hypocrisy. An amendment was moved to the effect that where four-fifths of the parents desired it the voluntary school system should be retained. Much earnestness and conviction were shown by the speakers in favour of the amendment, and a section of the audience expressed their hearty approval; but the amendment was lost, and the original resolution passed by a large majority.

The second resolution was also moved by Dr. Macnamara, and passed unanimously. It was to the effect that Local Authorities who were overburdened by the work of controlling education might apply to Parliament for an increase in membership; that an *ad hoc* Authority should be elected for London; that for this body women be eligible; and that powers be given to county Education Committees to pay the travelling expenses of members.

The third resolution likewise provoked a spirited controversy. Mr. Croft moved, and it was carried by a large majority, that the abolition

of religious tests cannot be effective unless means are taken by the regulation of State grants to secure that no qualified applicant for admission to a training college shall be refused on the ground of his religious belief.

A resolution in favour of throwing upon the taxes a greater proportion of the cost of education and of equalizing the local charge was carried without discussion. Then came a resolution containing very contentious matter. These are the exact words: "That any denominational religious teaching in public elementary schools shall be given by persons other than the teaching staff." It is clearly an unfortunate state of affairs that tends to make it undesirable for a man to teach to his class just those truths that he deems most important. Many speakers felt this, but they also felt that, unless a teacher were actually prohibited from giving this teaching, he would be as much as ever liable to clerical pressure in the matter. It was felt that teachers needed to be protected. The opinion of the Conference was clearly and sharply divided on the subject. Keen expressions of feelings were evoked. In the end the matter was talked out and no vote was taken. This was fifteen minutes before the close of public business. The President immediately proceeded to put the numerous resolutions remaining on the agenda paper, and all those to which there were less than ten dissentients were declared carried. We mention a few of these that are of general interest. In no school should Cowper-Temple Bible teaching be given at the same time as the denominational religious instruction under the scheme of "facilities." The Conference was not opposed to a seven years' guarantee being required from a student entering at a training college, but emphatically objected to any local restriction of area. It was reaffirmed that no teacher should be responsible for more than forty children.

The abolition of the Teachers' Register was evidently welcome to the Conference, though no resolution was carried on this point. The elementary teachers have always felt aggrieved by the conditions of registration, and have done their best to compass the downfall of the Register. A Conference consisting of some two thousand delegates coming from all parts of England and Wales is likely to reflect pretty evenly the opinions of the nation. Certainly this Conference was divided on the subject of voluntary *versus* Council schools, just as the country is divided on the point. It was a pleasing feature of the Conference that in all the discussions the note of bitterness was absent. The extreme speakers on the side of Council schools were quite ready to admit the good work that had been done by the Church of England in her voluntary schools. Opposition was always met in good temper, and the opinions of minorities were always respected. If the House of Commons knew as much about the Education Bill, its causes and effects, as the members of this Conference, much time might be saved in the forthcoming Session of Parliament.

PEBBLES FROM SCARBOROUGH.

MR. ACLAND wished that five-sixths of all the examinations could be abolished by a stroke of the pen, and all the certificates and diplomas be deposited on the Dogger Bank out yonder. They were embedded even in the national literature. On the last page of the first part of the "Pilgrim's Progress" it was told how Ignorance, having been ferried across the river by Vain Hope, was challenged by the Warden of the Holy City. "Then they asked him for his certificate. So he fumbled in his bosom and found none. Then the King commanded the two shining ones to bind him hand and foot and have him away."

WHEN he was Minister of Education he had a good deal to do with what was known as "South Kensington"—that quintessence of the examination system—and he had been instrumental in removing a portion of the military element—those good-natured old gentlemen whom they knew so well. He had often consoled himself during the weary hours that he spent there by repeating to himself an inspired quatrain of Wordsworth:

"Enough of Science and of Art;
Close up those barren leaves;
Come forth and bring with you a heart
That watches and receives."

MR. SYKES.—In a certain town there have been for the last twenty years within a stone's throw of one another a Church school and a provided school. In the Church school 40 per cent. of the pupils are children of professedly Nonconformists, and in the provided school the proportion of children of Church parents is even greater. During these twenty years no religious difficulty has ever arisen, and to the best of my belief the reasons that have led parents to choose one or the other school have never been religious reasons.

DR. MACNAMARA.—The non-provided school was now paid by the

Local Authority, but the teacher was still the servant of the managers, who were to the extent of two-thirds independent of the Local Authority. He was in fact between the Devil and the deep sea. Heaven forbid that he should discriminate or decide which was the Devil.

DR. MACNAMARA.—The Church had had a full return for what it had laid out on its training colleges half a century or more ago. Let them look at the maintenance accounts of Church training colleges:—Cheltenham, income £7,938, voluntary subscriptions £51; York, income £7,028, subscriptions £148; Chichester, income £5,149, subscriptions £150. This was a flimsy foundation on which to build a right upon the consciences of intending teachers.

MR. HODGES.—Do you believe that the average master or mistress in an elementary school is capable of teaching the terminological—exactitude of the Church Catechism?

MISS FITTON.—The Bill provides for lazy children and lazy teachers.

MR. LISHMAN.—The Bill is supposed to be the battle ground between Churchmen and Dissenters, but a recent census has shown that only 25 per cent. of the population attend either church or chapel. Is no account to be taken of the remaining 75 per cent.?

JOTTINGS.

IN Mr. Birrell's exhaustive Memorandum on the Abolition of the Teachers' Register he has neglected one point which has evidently escaped his attention. In most recent schemes for secondary schools (for instance, that of Clitheroe, signed March 8, 1906) there is a clause requiring that "the name of the head master shall be on the Teachers' Register." These schemes will all need redrafting.

EXTRACT from answer to question in Scripture paper: "Give briefly the history of Joseph."—"Joseph was buried in Egypt and his bones were carried to Palestine. When we next hear of him he was in a pit where he had been put by his brethren."

THE following letter was received by the Director of a County Education Committee:—"Toulon the seven march 1904. Master the director I have been veriest happy of receive your amiable post-card, and I thankful much you. I have commence to learn the english from tovv month, solely, I learn sole vvithout professor, vvith meaning of present me to bachelership; meantime of time in time, I has-keed of explain to a englishman professor, vvho say to me vvhom I make of progress enough rapid, but beyond the english I have many of other matter to learn, that is cause vvhom I less diligent. In short I have many of perseverance, for I vvill obtain my diploma by me sole. I am tvventy tvvo year old. I thank you still one time. My respectful salute ALEXANDRE M—."

THE *Parents' Review* for April has an instructive article on "The British Museum for Children." Mrs. Ennis Richmond treats that all-engrossing subject for parents, the choice of a school; but her counsels are mainly negative. First she dismisses public schools as a comparatively unimportant matter; and, as to the preparatory school, her advice comes to this: Interview the principal, and convince yourself that he is a good man. "It is practically an impossibility that a good man can be governing a bad school."

"SCARBOROUGH, A GUIDE AND A SOUVENIR," is a present made by Messrs. Nelson to all the delegates attending the N.U.T. Conference. It is frankly a publisher's advertisement, but we have rarely seen one so attractive in appearance and at the same time so full of useful information. Advertisers who lumber hotel tables with their meretricious rubbish might well take a hint.

"A. R." WRITES: "In confirmation of your very mild protest against the encouragement of militarism in schools, I send you an extract from a letter published in the official magazine of a great public school in 1902:—'The total bag for the whole treck is as follows: Killed 26 Boers, wounded 28, captured 7, surrendered 3. Also following stock: 1,846 sheep, 2 goats, 355 cattle, 34 horses. Altogether a very successful treck.'"

In an excellent article on English secondary schools, by Dr. Klein, that appeared in *Anglia* there is a very natural, but none the less ludicrous, mistake as to the meaning of a word. The farming system of endowed schools is explained as an arrangement by which the head

master himself farms the land constituting the endowment, and, in return, has to run the school and provide free places.

CANON HENSON is a bold man. Lecturing in St. Margaret's Church, Westminster, within earshot of the Broad Sanctuary, where the Archbishop may have been sitting in conclave, he quoted Lord Shaftesbury's denouncement of the National Society: "It is governed by men who are wholly unequal to the exigencies of the times, ignorant of the public mind, and satisfied with themselves. Fear has some effect on them, but wisdom none." What is more, he endorsed this view as equally applicable to the present day.

A CAPITAL performance of "The Tempest" was given on March 31 in the theatre of the Birkbeck College by students of the Greystoke Place Day Training College for Women. There was no change of scenery, as in Shakespeare's theatre, and the dresses were home made; but the acting was excellent, and gained rather than lost by this absence of external aids. We are informed that the *impresario* and manager was the Lecturer in English, Miss R. Monkhouse. Assuredly this is the best way of teaching Shakespeare.

THE annual display by the members of the Gymnastic Teachers' Institute will be given on Saturday, May 19, in the large hall of the Northampton Institute, Clerkenwell.

THE overcrowding of the existing secondary schools, and especially the lack of secondary-school places for girls, is driving the London County Council rapidly to increase the number of its own secondary schools. Arrangements have been made for September next, not only to double the size of the Fulham Secondary School and to enlarge that at Kingsland, but also to open new ones at Eltham, Hackney, and Wandsworth; and to convert into girls' schools the pupil-teacher centres at Stockwell, Peckham, and Southwark. These will have a fee of six guineas a year; except the last-named, which will charge £4. 10s. Altogether, the London County Council will be selecting, during May, June, and July, no fewer than six head mistresses, all at the "commencing" salary of £300 a year; and at least thirty assistants, who will be appointed at from £120 to £180 a year, according to experience and qualifications. The settlement of the scale of salaries and increments for the Council's secondary schools is still under consideration.

"CROSS-FERTILIZATION in Schools" was the happy title of a lecture by Mr. J. L. Paton at Manchester University. He pointed out how terribly the great public schools had suffered by breeding in and in, and welcomed the interchange of masters between English and Continental schools.

WE are glad to announce that Mr. Charles Fry is continuing his Shakespearian Recitals. He gives on the 5th "The Winter's Tale," on the 12th "The Merry Wives," and on the 19th "King Richard the Third." To witness such performances is more educative than a dozen set lessons in Shakespeare.

MR. CRUSE, who headed a deputation from Roman Catholic parents to Whitehall, has the courage of his opinions. Asked by Mr. Birrell: "Would you insist on a Roman Catholic teacher to give cookery lessons?" he answered: "Yes, I should certainly press for that, because there may be religious bigotry even in cookery lessons." The old Scotch lady in Dean Ramsay's "Reminiscences" went, perhaps, to the opposite extreme. She was inquiring as to the capacities of a cook from her late mistress, who hinted that her moral character was not immaculate. "D—n her morals," interposed the old lady; "can she fry a collop?"

WE would direct attention to the advertisement of the Edinburgh Vacation Courses in Modern Languages. This year's programme is even more attractive than that of 1905, when no less than 353 regular students, besides occasional hearers, attended. As the Council and all the officials give their services gratuitously and the University provides free accommodation, students get full value for the moderate fee that is charged.

THE third annual conference of the Girls' School Music Union will be held at the Guildhall School of Music on Saturday, May 5. Mr. W. H. Hadow will deliver, at 2.30, his presidential address on "The Training of Taste."

THE Central Education Committee of the Society of Friends have issued a useful little pamphlet for the use of those advising intending elementary teachers and pupil-teachers. It can be obtained from the Secretary, C. E. Stansfield, 29 Upper Redlands Road, Reading, price 2d. post free.

MISS POWNOLL WRIGHT, late Professor of English in the University of Tokio, has joined the staff of the Training College, Cherwell Hall, Oxford.

THE REV. F. A. HILLARD, who was recently appointed Head Master of Bristol Grammar School, in succession to Mr. R. L. Leighton, resigned, has, at the request of the Governors of Worcester Grammar School, withdrawn his resignation.

THE seventeenth annual exhibition of the Royal Drawing Society was held in Caxton Hall, Westminster, from April 9 to April 20. No less than 2,699 sheets of drawings, &c., were received for it, and the exhibitors ranged from three to nineteen years of age. The President, Princess Louise's, prize for snapshot drawing went this year to Bertram Elliott, British Columbia, and Elsie W. Lunn. Mr. Ablett, on the opening day, showed, by lantern slides of the exhibits, the natural evolution of picture making by means of which young people of ten to twelve become good pictorial artists.

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(Continued on page 328.)

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THE EDUCATION BILL.

IN our forecast of the Education Bill we discussed last month the fundamental principle that it was designed to embody—the complete nationalization of our primary schools; and there is nothing in the debate on the first reading or in the text of the Bill which calls for a restatement or modification of the main position.

"On and after the first day of January one thousand nine hundred and eight a school shall not be recognized as a public elementary school unless it is a school provided by the Local Education Authority."—So runs the first section, and those who most object to it are forced to admit that after the last General Election it was inevitable. For the Act of 1902 there was no popular mandate, and the one-sided agreement whereby the Church retained the management of its schools on the sole condition of keeping the buildings in repair was repudiated by the electors of the kingdom.

The *Spectator*, in an able and temperate leader (April 14), suggests that the settlement of 1902 might have been maintained, and all that was needed to remedy the grievances of Nonconformists was a single-clause Bill enacting that the majority of the managers in non-provided schools should be popularly elected; but such a suggestion could hardly have been made by one who had attended the Scarborough Conference. There the teachers themselves to the number of nearly 60,000—teachers of provided, no less than of non-provided, schools—speaking through their delegates, approved by an overwhelming majority not only the principle of complete public control, but also the abolition of creed tests for teachers. Such a vote is, in our opinion, conclusive, and the attempts of Unionist papers to minimize its significance seem to us singularly futile. These teachers, we read, can only be reckoned as so many units; they neither built nor help to support the schools; and they do not send their own children to them. The self-sacrifice of the Church-school teacher is forgotten when it does not suit the argument, and the latter statement is a pure invention. At any rate, these teachers know the condition of schools as no one else knows it, and they declare with one voice that the dual system must have an end.

The most debatable clause in the Bill is that which prohibits any teacher from giving religious instruction of a special char-

acter except in the extended facilities schools. We confess that this appears to us a case of liberty o'erleaping itself and falling on the side of intolerance. It is, indeed, a counterblast to the quasi-feudal incidents, such as Sunday-school teaching and organ-playing, to which Church teachers were subjected in the dark ages; but when they hold their appointments from the Local Authority their entire independence of all other authority will be secure and any service that they may render out of school hours will be spontaneous and voluntary. We see no cause why they should be estopped from such work, any more than from preaching in a chapel or teaching in a Sunday school. The Executive of the N.U.T. thought otherwise, and a sense of past grievances led them to mistrust unchartered freedom; but the official resolution in favour of this clause of the Bill was, if we are rightly informed, passed by a narrow majority, and, if it had been voted on by the Conference, it is very doubtful if it would have been carried. We prognosticate that it will be adhered to by the Government and pass the House of Commons, but that when it is rejected by the House of Lords their amendment will be accepted.

But the most contentious clause in the Bill which has roused the fiercest opposition is Section 8, providing for the compulsory sale or lease of voluntary-school buildings held under trust. Let us put, as fairly as we can, the case of the bishops. Churchmen have built their schools with their own money, encouraged so to do by the Department and on the understanding that the secular instruction given therein shall in perpetuity be paid for at the same rate as that given in Board schools. To starve them out by a withdrawal of grants, or to buy them out, is equally a breach of faith for which no money payment can compensate. But this claim cannot be substantiated. Granted that a virtual pledge was given, there must be a time limit to every pledge. Ten years ago the late T. R. Green—an impartial authority—held that the Church had received full value for what it had expended on its schools. If this was then the fact, it has now received more than full value. Hardship there may be, and in individual cases there undoubtedly will be; but the talk of spoliation and robbery is an abuse of language, a form of episcopal swearing. What the Bill says is: Come to terms, if you can, with your Local Authority. If by the end of the year you fail to strike a bargain, your case must come before a legal Commission. If you can satisfy the Commissioners that you can give effect to your trust, you will be left in possession; if you cannot give a sufficient guarantee, they will award you such compensation as they think just for handing over your school.

This appears to us a just and equitable arrangement, and to describe the Bill as an act of spoliation and the Commission as a Star Chamber is the wildest rhetoric. Were the denominations to stand upon the letter of the law and claim their pound of flesh, they would find themselves left with a "damnosa hereditas," buildings that they could neither use nor sell, and in another generation the Ordnance map would be marked with thousands of Cold Harbours.

No one but a fanatic would deny or seek to repudiate the debt that the nation owes to the Church of England. It has been the schoolmaster to bring us to education. But from the first it has fought, as it was bound to fight, for its own hand. In 1807 Mr. Whitbread's Parochial Schools Bill, which would have given England the educational rest that Scotland has long enjoyed, was opposed by the Primate of the day on the ground that it would take control of the schools out of the hands of the parish incumbents. This monopolizing spirit finds an echo in the debates of to-day, and a sweeping measure was called for to abolish finally benefit of clergy. It was voiced by one of the minority at the Scarborough Conference who declared that he was a Churchman first and a teacher afterwards.

The *Church Times* reminds its readers that Canon 77, ordaining that no man shall teach either in a public school or private house, but such as shall be allowed by the Bishop of the diocese, is still in force and may need to be revived. "But this last were fitter for a satire than for a serious observation."

What is serious and deplorable is the mistrust of the people that the Church party show. That they should mistrust a Radical Parliament and believe it a passing phase of opinion is only natural; but when they talk of being handed over to the tender mercies of Local Authorities they convict themselves of being out of sympathy with national sentiment. They appeal to the parents; but it is those parents who elect the Local

Councils and who will dictate the kind of religious teaching given and (what is more important) will appoint the teachers to give it. There is no reason why they should not secure all over the country a similar scheme to that of Hampshire. Such a scheme satisfies all parents except the Romanists and all Churchmen except a few irreconcilables like Lord Hugh Cecil.

Section 4, for affording extended facilities for special religious instruction, is avowedly a concession to Roman Catholics, and, while it fails to satisfy them, it will be hotly opposed by the Free Churches as a bowing in the house of Rimmon. We heartily approve it in principle on the same ground that we have supported the claim of Irish Catholics for a University of their own. And we hope to see it amended in this sense. It may not be possible to extend the privilege to country districts where one-school parishes are the rule, but we should like to see in the first line—"A Local Education Authority may afford," &c.—the "may" changed to "shall."

Other points in the Bill we must leave for future discussion. It is an honest and courageous attempt to nationalize education, to rid it from sacerdotal patronage, and at the same time to maintain in our schools the "pure religion" set forth in the Epistle of St. James.

THE TEACHING OF GEOMETRY.*

By TELFORD VARLEY.

SCHOOL subjects in general are selected with reference to two main considerations—(a) the content, *i.e.*, the amount or bulk of useful knowledge or fact imparted by their study; (b) the discipline, *i.e.*, the formative training, mental, moral, or muscular, which they afford. It is for the second of these that geometry is universally accorded a high place in most school curricula.

There comes a stage in mental development when adequate expansion imperatively demands careful training in logical processes, the tracing out of cause and effect, the cultivation of the faculty of precise and accurate discrimination between one object and another and between one phenomenon and another. If at the proper stage these disciplinary processes are duly brought to bear, the development of mental power is very rapid. The mind acquires at once flexibility and method, a faculty for reasoning and a faculty for discrimination, and side by side that capacity for precision of statement which is at once the outcome and the test of the acquisition of the former. These geometry, pursued theoretically, enables a student to develop more readily perhaps than any other school subject.

The schoolmaster's problem is, then, this: How to present geometry so as to secure the utmost amount of useful intellectual training, while at the same time giving the pupil as much insight into geometrical principles as circumstances permit? The teacher has to develop and train the reasoning faculty, rather than to show how that faculty can best develop the facts of geometry—in other words, he has to make careful selection of the ideas he means to present, and, to a certain extent, to prepare and predigest them, regarding them as mental food for infants and invalids rather than as strong meat for adults. Thus, the University professor presenting a subject to an adult intelligence can fairly use conceptions, and look for mental processes, which would be quite out of place in dealing with the young. The teacher's aim is not so much to train the mind to scale the lofty geometrical peaks as to develop the mental thews and sinews which will enable him to confront and master the mental obstacles which later life will inevitably place across his path.

Up to quite recently Euclid has held the field in English schools, almost without a rival. Though now almost a matter of ancient history, it would not be without interest to inquire into the causes which have led to Euclid being almost universally set aside as an unsuitable system, without large modification, for teaching geometry in schools. The first effect of the change has been to produce much free experimenting and a good deal of temporary confusion. It is, however, now possible

* A paper read before the Southampton and District Branch of the Teachers' Guild.

to lay down, with some confidence, proper principles of procedure.

The study of geometry must necessarily be undertaken in two stages—(1) the preliminary, or descriptive, stage; (2) the deductive, or more properly disciplinary, stage. The exact form which the preliminary stage takes will vary considerably according to the age at which it is commenced; nor do I think the problem has yet been worked out at all exhaustively. Some useful, guiding principles are laid down in a recent report to the Head Masters' Association. An average boy would probably begin it not later than eleven years of age; but in many cases the subject may be introduced earlier in co-ordination with the arithmetic teaching, physical measurements, drawing, and, where it is taught, woodwork. The boy should be familiarized with scales, particularly decimal, geometrical figures—solid models, cubes, prisms, cylinders—with lines, circles, triangles, and angles: the use of the protractor. Nothing deductive should be attempted, the object being to arouse interest, to develop the sense of geometric form and general space relationship; but, from the first, exact language should be insisted on, and whatever is done should be described more or less fully in as accurate language as possible, the child being taught to state what he is required to do, how he did it, and what he observed. This written description will present many difficulties; but it must be insisted upon, and will serve as a valuable index to the teacher of the state of the boy's mind. We often mistake the glib repetition or facile reproduction on paper of our own remarks for the real workings of the boy's mind. The first step in producing precision and accuracy will thus be taken, and the subject will become a real discipline from the very first. Above all, care must be taken to avoid loose description, and such phrases as "a right angle is a quarter of a circle," "there are 360 degrees in a circle," "an angle is the space between two straight lines"—definitions which are found in so-called practical books and used by some teachers of so-called practical geometry—must be carefully guarded against.

A proper preliminary course of this nature, not necessarily lengthy, will give the requisite acquaintance with the fundamental entities, and bring the boy in contact with the things of geometry themselves, not the words which describe them. At this stage it is a mistake to attempt much in the way of definition. The capacity to define accurately is often the last stage of apprehension, and is never the first; and as long as no false definitions are given the boy may be taught to carry out accurately, and in a proper spirit of observation, numerous operations before he is able to give a definition complete in all its parts. He should be taught very thoroughly the use of the protractor to measure angles. The angle should always be presented to him as a rotation; and, if this be properly done, there will be no danger later on of his having a vague idea of what an angle is—a very fruitful source of misapprehension and muddle later on if the preliminary work has been neglected. Above all, we should avoid allowing this stage to develop into mere playing with compasses—a danger which regular written descriptive work will largely help us to avoid.

The second stage is partly deductive, partly practical. The subject will now be commenced again and viewed strictly from the theoretical and deductive point of view. The action will be found sufficiently rapid to enable a parallel course of practical geometry to be pursued alongside with it, though these courses will later on diverge again, after some twenty-five propositions have been studied.

Exact definitions should now be given—one by one as occasion requires, and propositions should be at once introduced. I consider the following order best, using the old nomenclature:—Prop. 1; then Prop. 22. These should be taken before angles are introduced at all. The definition of "angle" should be given next, the angle being defined rotationally, and a unit of measurement being at once deduced—a right angle or quarter revolution. The protractor will be largely used at this stage.

Then come the angle propositions, all dealt with rotationally. Props. 13 and 14 now seem almost axiomatic—to any boy practised in using a protractor they certainly will be. Prop. 15, proved also rotationally by pivoting a ruler at the point of intersection, comes next. Then comes Prop. 32, proved by successive rotation through the exterior angles and sliding along the sides. The same method extended to polygons

proves Cor. 2 of the same proposition; and these principles open up a wide field of valuable work of a practical nature.

These early propositions and those also which are to follow should be approached in a semi-heuristic spirit. Before any verbal hint or enunciation be given experimental measurements should be made and the results obtained by the whole class compared. This does not take long; but it leads the class to the perception of the truth before the verbal suggestion is made—a great point in all scientific study.

Now we can develop the study of the angles of a triangle. Prop. 32 has shown us that in a triangle at least two angles will be acute, and the distinctive features of a triangle will not now be matters of memory, but matters of experience. As, however, we shall prove these triangle propositions by superposition, we shall first spend some time dealing with superposition of paper triangles—folding them, reversing them, rotating them. When this is done we take 5 and 6.

These can both be readily proved by cutting triangles out of paper or card, colouring the under side, and showing that the triangle fits back again in the hole equally well whichever side is uppermost. The absence of any right-handedness or left-handedness proves the truth of each proposition. The same propositions can be alternatively proved by folding, and it is desirable to give the alternative proofs.

Then comes the equality or congruence of two triangles—Props. 4, 8, and 26. Prop. 8 can be proved by turning over one triangle on its base, or, more simply still, by describing circles with centres at the ends of one side of each triangle, and showing by superposition that one system fits exactly on the other.

Prop. 26, viewed by the light of Prop. 32, becomes readily provable by superposition; and only one case arises.

An extremely important aspect of the work must not be overlooked—viz., the application of geometrical principles to facts of everyday life. This will widen the pupil's outlook, stimulate interest, and prove highly suggestive. Prop. 26 enables us to solve a simple problem—how to find the width of a river without crossing it—which can be carried out practically in any school playground. The thoughtful teacher will find plenty of opportunity for ingenuity here, with remarkable results as far as his class is concerned.

We have now a fair stock of theoretical propositions, and we proceed to constructions: Prop. 23—To make an angle of given size: Props. 9, 10—To bisect an angle and a straight line: Props. 11, 12—To draw perpendiculars to a straight line. Prop. 32 enables us to prove that the angle in a semicircle is a right angle. I myself introduce this here, and employ it for practical constructions, from the first.

Next come the inequalities of triangles—Props. 16 (following as a corollary from 32), 18, 19, 20, 21. One application of Prop. 19 will readily occur—viz., why it is that a string tied round an ordinary parcel will work loose unless it crosses the edges at right angles. Prop. 20 obviously suggests the moral of the short cut across a field.

Next comes a proposition important rather for its practical application than geometrically valuable—Prop. 24. A simplified proof based on properties of intersecting circles can readily be given, while experimental verification can be given as follows:—If two rods are jointed and their free ends connected by a string, we can open them out until the string becomes taut. We cannot further increase the vertical angle without breaking the string, but directly we diminish it the string hangs loose. If we joint the three rods together at their extremities, the system becomes perfectly rigid.

It is well now to make a little digression, showing how the principle of rigidity of a triangle dominates the whole subject of design of rigid structures. A lesson or so applied to discussing the rigidity of gates, framed structures, roof trusses, lattice girders, and so on, with applications also to the Forth Bridge and the Eiffel Tower, will give a thoughtful boy an interest in geometry which no mere book study will secure. We next open on a section of extreme importance—parallelism.

Nothing in Euclid is less defensible than his presentation of parallelism. No schoolboy beginning the subject can possibly form an adequate idea of the theory of parallelism from his treatment, and the twelfth axiom only becomes axiomatic when practically the whole of the First Book has become axiomatic also. The softening down of the twelfth axiom by Playfair's axiom renders the treatment more logical, but is unsatisfactory.

The idea of parallelism should be based on that of general direction in space—that is, that a line has three qualities: extension, direction, position—and two straight lines which agree in general direction, but have different positions, are parallel. Two straight lines will have this similarity of direction if they are produced from the same position by equal and opposite rotations; therefore we should define parallel straight lines as those which make the alternate angles equal.

From this point it is easy to prove (1) that parallel straight lines never meet; (2) that, if two straight lines make alternate angles equal across one transverse line, they do so across all. The gain in simplicity and the burden removed from the intellectual conscience of master and boy are immense. Now come the properties of parallelograms. Here we introduce additional propositions, such as "The diagonals of a parallelogram bisect," and conversely; and the opportunity should be taken to show the relationship between the parallelogram and ordinary life.

Euclid's Prop. 33—Straight lines which join the extremities of equal and parallel straight lines are equal and parallel—should be used to prove the principle of translation—viz., that one parallel straight line can be obtained from another by a simultaneous equal movement of all its points in one given direction. The principle of the parallel ruler should be instanced and an important principle in engineering design should be developed—viz., rigidity produced by flexible connexions. This can be proved by taking a jointed parallelogram and connecting the opposite corners by strings: the whole system becomes at once perfectly rigid; and it is a simple matter to extend the same principle to the theory of the bicycle-wheel, where a frame, in itself easily deformed, united by flexible ties to a central point becomes capable of resisting practically any direct crushing force in its own plane.

Our next step is similarity of triangles, proved in the simplest way possible and without reference to incommensurables. This opens up a large field of practical work. So far it will have proved possible to keep the practical and theory courses parallel: after this they will diverge, but the succeeding practical work will now rest on a sound theory basis, and can be fairly left to work itself out independently.

The next subject is areas. Here the algebraical method of statement is valuable, and the basis of area should be the rectangle, not the parallelogram. Thus Euclid's fundamental proposition should be stated: "If a rectangle and another parallelogram be on the same base and between the same parallels, their areas are equal." This should be proved first, and then: If a rectangle and a triangle be on the same base and between the same parallels, the rectangle is twice the triangle, leading to the formula $\text{Area} = \frac{1}{2} \text{base} \times \text{height}$. This can be used to prove Euclid's Props. 39 and 40: "If two triangles are of equal area on the same base, they are between the same parallels"—the proof being direct, and not by *reductio ad absurdum*.

The construction of areas follows, somewhat as in Euclid—though the treatment can be simplified. An application should be made to the geometry of the circle, and the formulæ $\text{Circumference} = 2\pi r$, $\text{Area} = \pi r^2$ can be deduced without trouble. I will not stop to further enlarge on this.

The treatment of area affords scope for much arithmetical work, and the results can frequently be illustrated graphically. Practical methods of measuring areas by squared paper and so forth should be explained, and examples given, affording a useful opportunity to plot statistical results by means of graphs—the proper function of, and certainly the most valuable one, which, in my opinion, graphs (at any rate, at this stage) can claim.

We now come to Prop. 47, proved as in Euclid. This enables us to calculate square roots and to plot the square-root curve.

We have now covered the ground of Book I., and we take selected portions of Book III.—the geometry of circles. Here Euclid's treatment can be largely simplified; and much of the book will probably have been already given to the class as riders before this stage is reached. Superposition should play an important part. Tangents should be treated in accordance with the ideas of limits.

After covering a fair amount of Book III. we turn to Book II., which is simply graphical algebra. Props. 1, 4, and 7, 5 and 6, 12 and 13 are all that are necessary, when Book III. will be resumed, and Book IV. taken.

I cannot this evening pursue the matter further—the work now takes on an advanced character, and the ordinary methods followed are quite adequate. The treatment of proportion, of course, in Book VI. requires recasting, but this would lead us too far. I have indicated thus the general treatment I should regard as ideal. I will touch briefly on some other matters.

Riders should be frequent, and, from the very first, often a proposition, or some point in a proposition, can be set as a rider before the proposition is reached. This should always be done if possible.

In matters of nomenclature, I prefer to name an angle by a figure or a letter. Coloured chalks are valuable aids also. I need not insist on the careful drawing of figures; but drawing must never be allowed to dominate theory. Over-elaboration obscures even more than slovenly drawing.

Geometry has hitherto too often been presented as a hopeless, uninviting medley of the artificial and incomprehensible. This has not been due to the subject itself so much as to the unsatisfactory treatment formerly adopted. But one word of warning must be given as to its ever being easy. No truly disciplinary subject can ever be made easy: that only is easily acquired which makes but slight impression. "There is no royal road to geometry." But it can be made interesting, suggestive, and stimulating, capable of stirring imagination and arousing even enthusiasm. Like the shepherd's flower in "Comus," though "the leaf is darkish and has prickles in it," it "bears a bright golden flower"; and those who have sought it in the proper spirit will gather and treasure those golden blossoms.

CONTEMPORARY HISTORY AND STIMULUS IN TEACHING.

HOW comes it that readers of history are so rare? Not only is the question one of interest in itself, but is one to which any reasonable answer may perhaps throw some light upon the practice of education. In seeking such a solution, however imperfect, I shall postulate that history is one of those subjects which are taught in our schools and Universities not only for the mental training which is given in the process of learning, but also for the sake of the thing learnt, and shall endeavour to regard the question not so much with an eye to the wants of the specialist, but rather from what may be called a national point of view—that is, I shall have in view the good of the ordinary student, for whom places of education should not be schools of professional study, but homes of liberal culture, whose office, in the words of Döllinger, is "to turn out for the benefit of the State and society the cultivated and independent gentleman," whose influence extends "beyond the mere communication of knowledge to the ennobling elevation of life and character."

Therefore the initial question runs "readers of history," not professional students, but men who from their studies have drawn an interest and enthusiasm which in after life will bring them back to those same studies, to find therein cultured relaxation, intellectual pleasure, or practical good. It is, one may note in passing, a suggestive commentary upon our present organization that no adequate provision is made for the encouragement of certain modes of culture which the spontaneously developed tastes of after-life prove to be in many cases the most natural. While we talk of the importance of general culture, of the necessity of educating and bringing out all that is good among our potentialities, the artistic and emotional sides of our nature are neglected. Forgetting that the injury caused by this neglect is often positive and active, we leave the ear and the eye, the most direct channels of our æsthetic impressions, untrained and undisciplined, and relegate to the class of "extras" music and drawing, two of the most potent and important means of self-expression. But, in an age of concrete ugliness, a direct knowledge of the beautiful is desirable, in addition to that which is afforded through the symbols of literature.

To return to those subjects which are universally taught in our schools. Small indeed is the number of those among us who continue to find delight in poetry and other branches of literary fine art; but the number of readers of history is smaller

still. The explanation of this is hardly to be found in the subject-matter. One would expect that to man the study of man would be of the highest interest, and that of this study not the least interesting part would be the inquiry into man, in his political and social conditions, into the rise and fall of States, the development of customs, laws, and government, into the secrets of national success and failure, expansion and decay. The popularity, from time to time, of the historical novel gives indirect confirmation; for this popularity, evanescent though it be, does not rest only upon imaginative delight in a work of fiction, but also upon the instruction conveyed by a narration of fact. The explanation is rather to be found in the attitude of man to this subject-matter, an attitude due either to his present surroundings or to his previous training. Doubtless the average man, struggling with the hard realities of life, will seek his relaxation in something that enables him for a while to forget the pressure of the present in games, in bodily activities, in outside Nature, in the products of fine art; for, though in these last the object of the "imitation" be man, yet it is man idealized and released from the bonds of a constraining and commonplace reality; chiefly, however, it will be found by emotional natures in that least imitative of arts, in the vague suggestiveness and charm of music. Such relaxation history, however we define it (the end being instruction, not pleasure), can never give; something of the kind was possible in the days of the pseudo-poetic style, when a certain romantic or theatrical glamour was shed about the past; but with the modern school, pressing research ever deeper, the reign of fact, of reality, becomes more relentless and absolute; history teaches that in the past life was just as real, just as hard, as to-day.

Such a change in the spirit of history is no cause for complaint; it is desirable, and, as a matter of evolution, inevitable, that history should assume this scientific character. But, with the change, all the old charm is gone. The average man may continue an old study or even begin a new one that will draw him away from self and the daily round of fact; but one that promises no such relaxation will have no claim upon him, unless he recognizes in it an utilitarian value in relation to his daily life.

It has already been noted that a subject may be studied either because the training given in the learning is valuable, or because of the value of the thing learnt; the thing learnt, again, may be prized either as an end or as a means, as a pleasurable activity or as a practical good.* The best subjects are clearly those in which both values are united. Assuming history to be such, to be valuable, that is, both for the mental discipline in the process of learning and for the thing learnt, it would follow that history should be taught in schools in such a way that not only the boy shall profit by the process, but the man shall recognize that the thing is and will continue to be of interest and value to his manhood. Further, by the original hypothesis, this value and interest in the case under consideration will, if the previous argument run aright, lie in the thing learnt regarded not as an end, but as a means.

And more: the end, which we are seeking and to which history is here regarded as a means, must be one of permanent interest and universal appeal. One such end is not far to seek; possibly there is none other that will meet the needs of the case. A sense of citizenship can give the stimulus required, a rational pride in privileges and powers conferred upon every one by our social conditions as a trust to be discharged for the common good of society and self. The problem then resolves into two questions: Can we stamp upon our teaching of history this sense of citizenship, of direct and visible contact with practical life? Secondly, Can we do so without impairing the value of the process of learning?

Now it is acknowledged that of all stimuli to a youthful mind one of the greatest is the presentation of an end—the word being used simply in the sense that work will not be well done unless the reason for doing it is understood; aimless work is

generally, from the intellectual side, bad, and always morally hurtful. An object, a central point of interest is required to which every thought and fact shall press or from it radiate. We must appeal to a strange love of the direct and concrete, an instinctive rejection of the abstract, in which an older mind delights. I well remember a meeting of a school debating society where these two characteristics were exhibited in a manner worthy of record on account of a deeper lesson which it suggested. The matter under discussion was of pressing interest and national importance; each boy, as he rose, honestly sought to contribute from his imperfect knowledge some definite fact, something solid and concrete; the directness of attack and the trouble taken both to discover and to think was worthy of all praise. At the close a master arose, clad in the panoply of orthodoxy—a teacher, too, of history to the highest forms; suddenly the atmosphere was transformed: broad generalizations, lofty appeals to sentiment, patriotism, and *authority*; twice only did the flight of rhetoric seek to touch on solid earth; twice fell into Avernus; both facts were wrong. The tone of the speech, the appeals to authority at once recalled to mind the lament of a Cambridge tutor: "If So-and-so would not think so much, he might do very well."

In this characteristic of a young mind doubtless it is to be found the explanation of the success which attends those direct methods which have revolutionized the teaching of modern languages and promise to revolutionize that of chemistry and even of geometry. Does history refuse to admit a similar handling? Here, too, perhaps, as in warfare, when the foe is strong and the assailant weak, a direct attack may often carry entrenchments when the most systematic and scientifically engineered series of parallels will fail. The rule is simple, though the practice be hard: build upon that and round that which is known. A child's memory—alas! poor Plato and the oft-quoted derivation of education—is no *tabula rasa* upon which you may write at will, no empty waste where you may dump your favourite building material. Few of those old enough to begin the study of history as now taught are too young to be interested in any of the events which are happening around them. The struggle in the East, the war in South Africa, the progress of the "Ophir" through Britain beyond the seas, even the passing flutter of an election—what a scope in such topics for simple lessons in history and politics! And round these one may gather illustrations from other days and other lands, when or where matters little, provided the great lesson be unconsciously learnt that history is one. No need to fear the amended proverb "History never repeats itself" or sneers at cheap historical parallels: such arrows glance harmless off the very young. The formation of scientific character is not unlike a convergent series, and the first term is the recognition of seeming similarities.

During the earlier years of those generally spent in preparatory schools nothing would be lost by giving to the teaching this oral, informal, and, to outward seeming, unsystematic character. Later visible system would be introduced and definite periods studied. Upon what principle are these periods to be chosen? Look awhile at a favourite system of teaching English history. A text-book is chosen and divided (sometimes, it is to be feared, almost by pages) into sections, one for each of the forms in which the book is used. Consequently boys whose promotion is normal (and it is only for such that one can legislate) will cover the whole of English history. Such a scheme, however, seems open to several objections, theoretical and practical. The reign of the text-book with all its dangers begins. Unless the whole course is covered, unless both the *terminus a quo* and *terminus ad quem* are included, the sense of unity is lost and the value of the teaching greatly impaired; that this must in many individual cases happen is clear. Again, the stimulus postulated in the present paper is absent; the teaching is indirect and the goal overshadowed. Further, until the highest forms are reached, no provision is made for extra-English history, that is to say, most boys remain in ignorance of much that is greatest and best, confirmed in their insularity and prejudice. This defect is acknowledged, and I have known a corrective applied which may be left to speak for itself; two consecutive forms, on both the classical and the modern side, through which the great majority of the school would pass, devoted one term in alternative years to the whole history of Greece and Rome in shilling primers! Above all, though a principle of unity is recognized, it may be doubted whether that

* This distinction between "the thing learnt" and "the discipline of learning" is held by most teachers, and is here adopted in order to meet them on their own grounds. It is, of course, based on the unsound psychology of separate mental faculties. The argument, however, does not depend upon it and would, indeed, gain by substituting for "mental discipline" the more correct view "evoking of interest." No subject is worth teaching unless the thing taught is worth knowing.

principle is the truest and most stimulating. A unity of history is not only to be found in chronological sequence, but also in qualitative illumination; whether it be that in social phenomena, as in families, there works a spirit of atavism or not whereby modes of thought and action long dormant generate afresh by mysterious laws, it is certain, without committing ourselves to Vico's cyclic theory, that we find in certain remote epochs—the age of Pericles, for example—a modernity, an illumination, a community of ideas which is lacking in many ages nearer to ourselves. Choose rather periods which are great in themselves and qualitatively near; teach them with constant reference to the present; and, in addition, teach, at least occasionally, the present* itself.

"But contemporary history cannot be written, much less taught." "Latet anguis in herba"—Is the historian speaking or the orthodox advocate of the classics? Dr. Prothero denies the impossibility; the scheme of teaching already criticized postulates the contrary. Though the progression of society is no closed cycle, but an infinite trajectory, still, just as the true meaning of seed and bud is found in the perfect plant, so in human affairs the present is often the best commentary and explanation of the past. At any rate, the judgment, like all other deductions from abstract premisses, claims no validity without verification by fact; and there are certain facts which, though not conclusive, are suggestive. The history of the nineteenth century is written daily; other nations teach it in their schools; and one Thucydides is said to have written the history of his own times with reasonable freedom from prejudice. Perhaps the difficulty—and one, be it noted, which will not disappear with time—is mass of detail. But, even if this mass be great, if prejudice be inevitable, against them may be weighed the stimulus of directness, the visible end, the unifying principle, the practical interest, the light upon the past, the foresight into the future; above all, the conscious exercise of thought.

If arithmetic, for example, were nothing but multiplication tables, or Latin a monotonous round of declension, the mind might indeed be working, but the working, being mechanical and unconscious, would be dull, languid, and unfruitful. In the unsolved problem is the spur to progress, even in the dry puzzles of early translations and compositions. The mind begins with an instinctive faith in itself, with a pride in the consciousness of activity—"potest quia posse videtur"; with each victory the faith is strengthened—"posse videtur quia potuit." Add to the mathematical problem a solution, a retranslation to the Latin exercise, and the mind rejects the fraud in disgust and sulks in idleness. Now the controversies of past history are question and solution, to which the ordinary text-book adds the further evil of a dogmatic judgment. Who cares, it has been well asked, to consider what other courses were open to this or that statesman when the turn of a leaf tells the course adopted? And we may add, What boy will trouble to criticize that course when his text-book supplies a criticism ready-made? Contemporary history—ever questioning, never answering—generates those habits of independent thinking and judging which are not among the meanest of the ends of education.

Is it then altogether unreasonable to hope that, by making contemporary history the centre of our scheme, we may be able to secure a stimulating method of teaching and a permanent interest in the thing taught? It remains to touch briefly upon the importance of the knowledge thus acquired.

Upon the professed historian our own age has a compelling claim. I am not thinking of the intrinsic greatness of the nineteenth century, that it will rank among the cardinal epochs in the story of society, among the colossal pivots down the long corridor of Time on which the gates of Change are swung; I am not thinking of the untrodden fields of research where a rich harvest lies ungathered to every hand; I am thinking of those, too, who are content to labour in the past, and to say with Chaucer—

And I came after, gleaning here and there,
And am full glad, if I can find an ear
Of any goodly word that ye have left.

How much of historical intuition did men like Stubbs, Creighton, and Grote owe to a practical knowledge of their own time? How far were they great historians because they were men of affairs?

And also, for all of us, history, especially in these latter days, is desirable as the school of patriotism and citizenship. To the

task of government aristocracy can bring inherited traditions, pride in the past, and something of instinctive culture and refinement. But with a democracy, called to direct the destinies of great nations, that which is lacking by inheritance education alone can supply. The knowledge of our past history, our literature and art must be the foundation of our patriotism. But patriotism must be more than sentimental: it must be practical; we must be not patriots only, but citizens; hence we need a knowledge of the present; and not active citizens only, but intelligent: hence we need lessons beyond those that our own history can give. Only, in order to be citizens at all, we must ever build around the present; with that as centre, we may range wider and wider at will, growing with each widening circle established in a rational self-control. So may democracy hope to gain a patriotism which will be the motive force, and a citizenship which will be a guiding helm to steer her ship through the troubled waters of the future.

E. W. CLAYFORTH.

REVIEWS AND MINOR NOTICES.

Demosthenes: Against Midias. By WILLIAM WATSON GOODWIN. (9s. Cambridge University Press.)

The oration of Demosthenes against Midias, to be properly understood, requires the student of it to be acquainted with matters about which we have more knowledge now than we had fifteen years ago. Arbitrators, for example, who play a part in the business of the speech, have grown more distinct, and darkness in various corners has been illuminated owing to the discovery of Aristotle's treatise upon the Constitution of the Athenians. Since that fortunate event a useful English commentary on the Midiana has appeared. But there was room for one in which the full power should be got out of the new lights; and, indeed, there is always room for anything that Emeritus Professor Goodwin has to say about Greek. In editing this piece for the Syndics of the Cambridge University Press, as he has already edited the "De Corona," he substantially increases the obligation that he long since imposed on us with his studies in Greek syntax. As to his latest work, we say at once that we find it very much to our liking. The book has merits of many kinds. The first that we perceive is that it is beautifully printed, even the smallest letters standing out so sharply and distinctly that they can be read with ease. Absolute correctness in the setting of type is hardly to be attained. With pain we observe that not even at the University Press are they free from that last infirmity of noble printers—the incapacity to distinguish *v* from *ν*. Accordingly, in the note on § 78¹ we have *λῆξις κλήρον* for *λῆξις κλήρου*, although the accent proclaims its warning. We cannot think that a veteran scholar like Prof. Goodwin would use *scholia* as a singular noun (§ 101², note: "The Patmos scholia . . . thus interprets"); we must therefore, with the somewhat lopsided charity usual in such cases, saddle that, too, upon the printer. But such slips are exceedingly rare; in general the setting is as correct as the type itself is beautiful.

We look next to the text. In constituting it the editor has been guided chiefly by seven manuscripts. It occurred to us at times as we read that he has been unduly deferential to Σ. It is doubtless the best manuscript available, and, now that it has been reproduced in photographic facsimile, it is likely to have more influence than ever. We can read it at our own fireside, and worship it as a household god. But it is possible to be too abject in devotion even to a photographic facsimile. To accept from Σ in § 109 *ἐκβάλλον τινὰ καὶ προπηλακίσας* for *ἐκβαλὼν κ.τ.λ.* is to show to it (as Prof. Gildersleeve once said of the English attitude towards Prof. Goodwin's syntax) "a reverence that is dangerously near to superstition." Surely *τινα* generalizing the statement, and so differentiating it from that in § 115, *ζητῶν μὲν ἐκβάλλειν ἐκ τῆς πατρίδος*, renders *ἐκβαλὼν* far more probable as an accompaniment of another aorist participle. In § 149 something stronger than the authority of Σ would be needed to make us prefer *ταύτης* to Dobree's *τῆς αὐτῆς*. On the other hand, our editor has been able to fix the reading in § 41 *ἀλλ' ἂ μὲν . . . ἐξαχθῇ πρᾶξαι* with tolerable certainty through his discovery that Σ has not *τοῦτο* before *ποιήσῃ* in the next clause. On the whole, he gives us a

* The present or contemporary era may be dated from 1832.

satisfactory text together with an *apparatus criticus* that will enable us to alter it where our taste or judgment differs from his; for, as the late Prof. Sir Richard Jebb admonished us: "we must not exaggerate the degree in which textual criticism can approach to the character of an exact science." As to Prof. Goodwin's commentary, it were almost impertinence to praise the grammatical part. But the thought often rises in us that the principles of grammar are like the optical glasses of philosophy: they must be adjusted from time to time rather to the observers than to the phenomena observed. Prof. Goodwin's classifications are good; that is to say, they realize the sole object of such classifications in being instructive or suggestive. But neither his rules nor his applications of them can claim finality. Who will guarantee, for example, that in § 146 ἀλλ' ὅμως οἱ κατ' ἐκείνον ὑμέτεροι πρόγονοι οὐδενὸς τοῦτων αὐτῶν συνεχώρησαν the genitive will always be classed as a genitive of price? It is so that Prof. Goodwin (with Weil) describes it. Buttmann in his index termed it a genitive of cause. We are disposed to think that the genitive with συγχωρεῖν indicates, if sometimes price, yet also that from which one draws away, out of fear (§ 160 of this speech), or conceding it to another (Herodotus vii. 161); in which view the genitive might be regarded, like that with εἶκεν, as one of separation, depending on the notion of retirement contained in the verb. Yet, if any one chose to call it a genitive of something else, we should be rather interested than surprised; for, with all these labellings, we interpret ourselves as well as the Greek.

But, however many different ways there may be of looking at the internal relations of a set of words, you may be sure that Prof. Goodwin's will be a sensible way: commending itself, moreover, by the brevity and clearness with which it is presented. Although he declines to use the oration for the purpose of teaching Greek syntax, and is generally content to send readers to his "Moods and Tenses" or to his "Grammar," his commentary is nevertheless a continual instruction in the subject of which he has established so notable a mastery. The excursus (Appendix vii.) in which he discusses the rule, commonly laid down, that when the subject of an infinitive is the same as that of its leading verb it is in the nominative; otherwise, in the accusative—showing that the rule does not hold for ἐγώ, σύ, ἡμεῖς, or ὑμεῖς, and that, if we leave αὐτός (the case of which is determined on another principle) out of account, the only sound examples involve the rare indirect relative σφείς—must not be overlooked by teachers of Greek. With regard to questions of law and history, Prof. Goodwin's rulings are as precise and safe as his precepts on grammar. English students would have found, in connexion with law, an occasional reference to Wyse's admirable and recent edition of Isaeus much to their advantage. In rendering the Greek into English, to touch one last point, they must not expect the American editor to supply them with the aptest and most elegant words. Felicity in translation he has none, or perhaps, we should more justly say, never makes it his mark. Indeed, it has sometimes occurred to us that the success achieved by him with Greek is that of a man of science rather than that of a man of letters. But we will not follow the ungracious thought. Prof. Goodwin is a guest; we are more inclined to welcome him once again than to criticize him, and will now but offer him our thanks for his excellent book and the new service that he does with it to the cause of exact scholarship.

Development and Divine Purpose. By VERNON F. STORR.
(6s. Methuen.)

These are the first set of lectures delivered at Cambridge in accordance with the recently founded Lectureship in the Philosophy of Religion, and they mark a stage of progress in both academic and theological thought. Founded by a living Professor of Divinity, it shows that theologians have abandoned the claim of theology to be the queen of sciences, to which all other knowledge is ancillary; and, though we are getting accustomed to an interchange of teachers between the two older Universities, it is the first time that Cambridge has engaged an Oxford "expert in philosophy."

Mr. Storr is, it is true, a cleric and Examining Chaplain to the Archbishop of Canterbury, but he approaches the problem from the point of view not of a divine, but of a psychologist and a student of natural science. A revealed religion must stand before the tribunal of reason, and a philosophy of religion is a

study of the borderland—or, to vary the metaphor, an arraignment of authority before the bar of reason. At a time when it is claimed that dogma is not only the Church's one foundation, but the rock on which all education must be built—as Lord R. Cecil put it the other day in the House: "Dogma is the child's natural food"—it is well to be reminded that "dogma" is only the learned word for "opinion"; that it needs restating for each age; that "the history of a dogma is its inevitable criticism."

The volume might well bear for its second title: "A Re-statement of Paley's 'Natural Theology.'" Paley was not abreast even of the science of his day. He believed in special creations and in fixity of species; he relied on instances of special adaptation. His theodicy is as much out of date as Leibnitz's pre-established harmonies, and his architectonic watchmaker seems to modern science on a par with Caliban's Setebos. But, though all Paley's outposts must be abandoned, yet the central truth (such is the main argument of the lectures) may still be maintained. Evolution, progress, development—call it what you will—are all teleological ideas. Though we can no longer conceive of God as an artificer, an external designer, yet all science goes to show that "through the ages one increasing purpose runs," and by the very laws of mind we are forced to posit a "something not ourselves," a Divine Will.

In the reconciliation of evolution with Theism, as Mr. Storr well insists, variation is the key of the position. "There could be no progress if among the variations which occur were not some leading in the direction of progress." "It is, indeed, always possible to maintain, without self-contradiction, that, if you tossed the letters of the alphabet often enough, the combination of them into a lyric poem might take place"; but the paradox of the atomists cannot be seriously maintained. The teleological idea is an ultimate category of thought.

The lecturer accepts whole-heartedly and without reserve the science of the evolutionary school, and has followed all its latest developments; but he warns them that metaphysics, as the very name implies, lies beyond their province. Only once or twice does he seem to us to lay himself open to the charge of special pleading. Thus, though he elsewhere allows that the Weismannian doctrine of the non-transmission of acquired faculties so far holds the field, yet on page 112 he apparently argues from the Lamarckian giraffe. Again, on page 118, he endorses, on what seem to us wholly insufficient grounds, Wallace's heresy that natural selection cannot account for the higher faculties of man. In summing up his argument he allows that natural religion cannot lead to the conclusion of a God who is perfectly wise and good, but only of a God who is very wise and good. Even this conclusion seems to us to overshoot the mark. It overlooks or puts wholly in the background the aspect of "Nature red in tooth and claw."

It is a commendation, not a censure, of the lectures to say that they raise more questions than they solve. We look forward in future courses to a treatment of some of these—the evolution of Christianity, the relation of ethics to religion. Mr. Storr is a popular lecturer in the best sense of the word. His thought is clear, his sentences are well turned, and there is no trace of pedantry.

Henry the Third and the Church: a Study of his Ecclesiastical Policy, and of the Relations between England and Rome.
By Abbot GASQUET, D.D. (G. Bell & Sons.)

This book is a collection of materials for history rather than a history. It contains little more than documents, translated from Latin, illustrating the relations between England and the Roman see during the reign of Henry III. These documents are given in chronological order, and, as they refer to matters of various kinds, some of small and others of great moment, matters of policy, of ecclesiastical discipline, of jurisdiction, and so on, all following one another, the general effect on the reader is one of weariness. Political affairs, apart from those which immediately concerned the Papal see, are scarcely noticed, and so the full bearing of many things told here will not be understood without a thorough acquaintance with the foreign and domestic history of the reign. It is to be regretted that Dr. Gasquet has not attempted to write either a narrative or an appreciation of the relations between England and Rome founded on the materials he has collected, and supported by references to, and extracts from them. Such a book would have been more attractive; and serious historical students,

who do not want translations and who possess probably most of the sources used here, would have welcomed a work of that kind from so respected a scholar as Dr. Gasquet.

The proposition laid down in Dr. Gasquet's preface as regards the influence exercised by the Roman see during the early years of the reign is amply justified by these documents. The surrender of John, which should be regarded as it seemed to men of the time and in connexion with like acts of submission by other kings, certainly secured the throne for his son, and the wise and efficient administration which marked the early years of Henry's reign may, in a large measure, be attributed to the work of the legates Gualo and Pandulf. Although the Papal action during the pontificate of Honorius III. was not always beneficial, England and her King owed much to his care. Later Popes took advantage of Henry's gratitude, and plundered the kingdom and subjected the Church to many abuses in order to gain money for their struggle with the Hohenstaufen house, to an extent which Dr. Gasquet does not attempt to justify or disguise. Pope and King played into one another's hands, and in the end the King had to suffer for it. Yet, in spite of the angry remonstrances constantly addressed to the Roman see both by Churchmen and barons, it must not be supposed that Englishmen for a moment denied the spiritual authority of the Popes, or that the English Church in any way revolted from their jurisdiction. The barons, indeed, refused to alter the common law of England in order to bring it into conformity with the law of Rome, but the law of Rome remained the law of the English Church. Its power in England was limited by the rights of the crown enforced by the steady resistance of the lay courts to Papal aggression. Dr. Gasquet says that Henry III. claimed that questions touching the right of presentation to benefices belonged not to ecclesiastical but to the King's Courts; he should, we think, have added that this was not an arbitrary claim: it was a declaration of the law of England, which had been established in the twelfth century by the King's grandfather, Henry II. In this connexion it may be observed that the translation of *curia Christianitatis* as "the common court of Christendom," whatever that may mean, is misleading; the term has no mysterious significance; it is the ordinary Latin for an ecclesiastical or spiritual court. We have an interesting account, derived from documents in Wilkins's "Concilia," of the high ideals more or less prevalent among the best English Churchmen during part, at least, of the reign, and of the efforts made by some of the bishops to raise the standard of Christian life among the clergy and people, at a time when a reader of contemporary chronicles might well suppose that all the energies of ecclesiastics were occupied in struggling against unjust taxation.

Readings on the Inferno of Dante. Based upon the Commentary of Benvenuto da Imola and other Authorities, with Text and Literal Translation by the Hon. WILLIAM WARREN VERNON. With an Introduction by EDWARD MOORE, D.D. In Two Volumes. Second Edition, entirely rewritten. (Methuen.)

"Of making many books," especially Dante commentaries, "there is no end," and a second edition of Mr. Vernon's "Readings on the Inferno" is yet one more testimony, if such were needed, of the popularity of Dante made easy. Indeed, so completely does one of the most accomplished of our Dantists anticipate the difficulties that hedge his subject that one cannot help feeling the admirable prevision of the commentator leaves little incentive to the student of the Italian original. To thousands of readers, however, every good translation that appears of the "Divina Commedia" is the most valid of excuses for not tackling its beauties in that Italian where alone they can be duly appreciated.

Mr. Vernon's translation remains what it always has been, faithful and scholarly to a degree that only those familiar with the difficulties of the original can appreciate. And it is not merely a translation: it is a guide book so detailed and exhaustive that the dullest traveller must needs be enlightened as to the involved cosmography of that strange underworld of the "Inferno," with its carefully mapped compartments of crime, a hideous *crescendo* of horror, culminating in the frozen depths of the *bolgia* of the traitors.

Mr. Vernon has fairly "read round" European history for his "notes by the way," and some of these seem to anticipate possible examination papers for future Dante students, when

a knowledge of mediæval history should go to swell full marks. His list of authors and "editions quoted" fairly make the average reader giddy with contemplating such an array of learning, while the "itinerary" and imposing chronological table bring the times and seasons dealt with within the grasp of all.

In addition to these aids, Dr. Edward Moore contributes a characteristic introduction, and brings his own square and compass to the task of measuring the most immeasurable of poems, but he holds a rather unnecessary brief for Dante's mediævalism, which in places strikes one as almost comic. If the British public has not learned by this time of day that it "must not criticize a writer or teacher of the thirteenth or fourteenth century by the canons and ideas of the nineteenth," it is indeed a pity. The introduction contains for the rest a deservedly generous tribute to the excellence of Mr. Vernon's translation of the "Inferno," which, coming from one of the most distinguished of living Dantists, is specially valuable. It certainly is due in great measure to the labours of such scholars as Dr. Moore and Mr. Vernon that English readers are learning to value the grandest of all poems at something of its true worth, even though it be in the dress of a foreign language. For, when all that the most accomplished of translators can do has been done, the "Divine Comedy" in an English garb must ever be shorn of its best glories thus presented in an idiom that is, by its very modernity, incapable of preserving that aroma of mediævalism that clings to the original *cantiche*. All of which reminds the ungrateful reviewer that our modern editions can give a great many good things, notwithstanding, to Dante in English, including a faultless format, excellent indexes, and some really charming illustrations (including a striking reproduction of an old sixteenth-century woodcut of the "Torre della Fame"), which do much to enhance the value of a singularly attractive book.

Roman Private Law. Founded on the "Institutes" of Gaius and Justinian. By R. W. LEAGE, M.A., B.C.L. (10s. net. Macmillan.)

The text-books of Gaius and Justinian—the latter a revised edition of the former some three and a half centuries later—are naturally the Roman law text-books of our own schools. Mr. Leage is a distinguished teacher of Roman Law at Oxford, and an examiner in the Honours School of Jurisprudence there; and this volume is the outcome of an attempt to satisfy a want that he has felt in his work—"a book which is content to give, as simply as possible, the subject-matter of the 'Institutes' of Gaius and Justinian, following, in the main, the original order of treatment." Of course, the strict programme requires modification for Mr. Leage's specific purpose: he omits minor details of little or no practical importance, such as some of the degrees of cognatic relationship; and he adds a good deal of necessary, or at least desirable, information from other parts of the Corpus Juris and from the writings of modern civilians. That is to say, he sets out in English a simple and fairly complete exposition of the elements of Roman private law—an English amalgamation and recension, as it were, of the two famous Latin text-books. A long introduction gives an adequate historical account of the sources of the law; but it "presupposes a knowledge of the elements of Roman Constitutional History"—*præcognoscenda* that, in our opinion, Mr. Leage would have done better not to take for granted, whether his readers be Oxonians or others.

The summary of the body of the law is efficiently done, as of course. It does not matter at all practically, but it is curiously interesting theoretically, that Mr. Leage adheres to the classification of "res" that he finds in his texts, and does not follow the usual plan of setting out such large subjects as contracts, wills, intestate succession, &c., as independent divisions of the subject. On the whole, we rather think he is right to hold by his originals. On critical points we think Mr. Leage might have ventured more boldly: Maine, Roby, and Moyle are scarcely the weightiest authorities. Henry Nettleship's discussion of the Jus Gentium, for example, is far more important than Maine's speculations on the subject. Strangely enough, Hunter, who is by far the strongest British critic on purely legal points, is not mentioned (so far as we have observed) anywhere in the book—not even in connexion with "correality and solidarity," possession, *nexum* and *obligatio*, the transition from the *legis actio* to the formulary system, &c. The Continental scholars chiefly but sparingly drawn upon are Girard (his excellent

"Manuel Élémentaire"), Sohm (in Ledlie's translation), and Wassak ("Processgesetze"). The fact is that Mr. Leage takes care not to shoot over his men's heads. They might get the most of his instruction from Moyle's Introduction and notes, with an occasional dip into Poste; but he presents the matter in a simple and literary form, whereas Moyle is stodgy, and Poste is Germanized and Benthamic. The volume is attractively written and got up, and will be very serviceable, especially to such students as need a lift over the not very arduous stile. But Mr. Leage would have bestowed his labour to more useful purpose if he had essayed to push the knowledge of the subject beyond the range of the ordinary English text-books.

Corydon: an Elegy in memory of Matthew Arnold and Oxford. By REGINALD FANSHAW. (Frowde.)

Mr. Fanshawe's eloquent tribute to Oxford and to Matthew Arnold is not so closely related to Arnold's "Thyrsis" as its title would have led us to surmise. There are, indeed, occasional reminiscences both of this and of other of the poems, and the style of the verse is modelled to a considerable degree on Arnold's. But even in the style there are other echoes that sweeten and obscure the crisper clearer note, and the general effect is not of coolness and precision, but of sultriness and haze. "Thyrsis" was a monody, a lament in twenty-four stanzas, in which a peculiar form and the artifice of the pastoral manner were used to conceal the poignancy of the poet's grief: he turns away from his central thought time after time, touches with an exquisite grace on the beauty and sweetness of earth, and even fondles lovingly the old fable of the poet's conquest of death: how

when Sicilian shepherds lost a mate
Some good survivor with his flute would go,
Piping a ditty sad for Bion's fate;
And cross the unpermitted ferry's flow,
And relax Pluto's brow.

And yet this is no artifice; it is no concealment: it is passion reflected and so revealed. "Corydon" we should rather describe as an essay than as an elegy: it numbers not twenty-four, but two hundred and twenty-four, stanzas. Both diction and thought maintain a high level of excellence all through the work; and not only Matthew Arnold, but at least twenty other great names of contemporaries or forerunners are appreciated and interrelated, Oxford providing throughout the scenic background. All this is finely done. The author has a profound conception of life: we have no quarrel with him. And yet his work has moved us little, hardly at all. Poetry—"song," as Mr. Fanshawe consistently calls it—may mean infinitely more than prose, or, just because it aims at something prose need not aim at, missing that something it may mean less. In purely poetic quality Mr. Fanshawe's work is not equal to the grandeur of his theme; and thus the very means by which he attempts to heighten its value seem to lower it. Even grief, even regret, when a true poet handles them, may rouse and stimulate the mind. In Mr. Fanshawe's "Corydon" aspiration itself ceases to brace us and becomes a spiritual soporific.

Translations into Greek Verse and Prose. By R. D. ARCHER-HIND. (6s. net. Cambridge University Press.)

What distinguishes Mr. Archer-Hind's "Translations" from the score of classical *prolusions* which we have noticed in recent years is their variety. Like Goethe, he

"sings

To one clear harp in divers tones."

Not only are the originals drawn from German, Italian, and Spanish, but there are specimens of nearly every Greek metre except the hexameter. His favourite metre is the elegiac, and he demonstrates the superior flexibility and beauty of the Greek compared with the Latin couplet. How is it that head masters like Mr. Lyttelton, who maintain the supreme virtue of verse-making as a mental gymnastic, prefer the dull mechanic art of Ovid? We may choose as a sample (mainly by reason of its brevity) the version of Shelley's "Music when soft voices die":

ΝΑΜΑ μελιγλώσσοιο λέλοιπ' ὄπδς, ἐν δ' ἔτι φρεσσίν
ρίπαι εὐμνάστοις ζῶσ' ἐλελίζμεναι
οὐδ' ἔμ' ἰων χαρίεσσα πνοά, κἀν αὐτὰ μαρνανθῇ,
ἔφθιτο· σφίζει γὰρ τὰν ἀνέγειρε πάθα.
λέκτρα χαμαιπετέεσι ρόδων πετάλοισιν ἑραστὰς
πῆσεν ἐφ' αὐτὰ καλῶς ἐνευδόμεναι
ὅς ἀνεύριτα τὰς ρόδα φροντίδος, εὐτ' ἂν ἀποίχῃ
αὐτὸς ἔρως αὐτῇ κοῖτον ὑπαστορέσει.

Of Heine we have eighteen versions, and we confess that the impression left on us is that his lyrics lend themselves no more to Greek than they do to English. Would ἡννοῖαν γλαυκὸν πέλαιος be intelligible to a Greek? The prose versions are no less admirable, but they will appeal only to the professional.

"The Temple Greek and Latin Classics."—*Medea and Hippolytus of Euripides.* Translated by SYDNEY WATERLOW. (2s. 6d. net. Dent.)

The first volume of this new series promises well. The original text faces the translation, and typography, paper, and binding leave nothing to desire. The translation itself has distinct merits. Mr. Waterlow never shirks a difficulty: we may even say that his English is clearer to an Englishman than Euripides can have been to an Athenian auditor, and it is rarely that we find ourselves differing from his interpretation. On the other hand, there is no attempt to reproduce the order of words, the turn of sentences, the poetical atmosphere of the original. We may take a triplet from the first speech in the "Medea" to illustrate the translator's method. It runs literally: "And this proves a woman's best security when she is not at variance with her husband; but with her all is estranged and her heart is sore." Mr. Waterlow has: "As a general rule a wife has only not to quarrel with her husband, and all is safe; but in this case love is blighted and turned to loathing." In the much disputed passage, "Medea," 124 *et seq.*, we cannot think the present version is right. τοὺς ἐν θυγατρὶς is not "among strangers," but those who go abroad, appear in public, contrasted with ἀφ' ἡσυχίου ποδός, not "from mere indolence," but from not stirring, from keeping at home. "Carelessness" hardly expresses βαθυμῶν, ἐνὶ σπίνῃ; and αὐθάδης is rather self-willed than "selfish."

Nouvelle Grammaire Française. Par J. GAUCHEZ ANDERSON. (2s. Methuen.)

We have recently noticed several French grammars written in French for the use of English schools, but so far they have been for beginners. This is a more ambitious attempt, designed to take the place of the larger Eve and Baudiss, from which it differs radically in the prominent position given to phonetics. The introduction on phonetics, treated physiologically, is written in English—quite rightly, as we judge—though by this concession to usage Mr. Anderson weakens his argument for the use of French. To master the introduction and the following chapter on phonology is at least a term's work, and this is a long time to hold in suspense the "incontrovertible" principle that the sounds of the mother tongue should be heard as little as possible. For our part, we could have wished for more exceptions. Thus it is impossible to bring home to a pupil the different uses of tenses in French and English without English examples, and constantly the French examples need an English note or translation: "Il faut distinguer entre: tout à coup et tout d'un coup, tout de suite et de suite. Il demeure dans Londres. Il demeure à Londres." The author would doubtless rejoin that such explanations are best given by the teacher, and we quite allow that the point is arguable. Particularly commendable features are the treatment of the conjugations and of uses of the subjunctive. We are rid of the four conjugations and the absurd derivation of tenses from the present participle; and the superstition that the subjunctive is the mood of doubt, which still haunts most French grammars, finds here no countenance.

"Stories from Shakespeare for Children."—*Julius Caesar.*

By ALICE SPENCER HOFFMAN. (Dent.)

The "Stories" provoke comparison with Lamb's "Tales," but both plan and scale are different. Miss Hoffman follows closely the text of the play and paraphrases or incorporates the salient passages with running comments. She has happily seized the play of characters (by the way, "Caesar was not a strong man" sounds strange), and a teacher of a junior class could not do better than read to them this small volume before tackling the play itself.

The Sounds of Spoken English. By WALTER RIPPMMANN. (Dent.)

This little primer supplies a real need. We have had in the same series a primer on comparative phonetics translated from the German of Viëtor and an excellent guide to French pronunciation. English, which in the logical order should come first, naturally brings up the rear. We all of us think that we can pronounce our native tongue without any aid from books, and it is only the professed philologist or physiologist who cares to inquire into the machinery. A perusal of Mr. Rippmann's primer will surely shatter this idol of the forum. We hope the book will be largely adopted in pupil-teacher centres and schools where provincial or vulgar pronunciation has to be corrected. Mr. Rippmann is no purist, and he takes as his standard London English, meaning the English spoken by an educated Southerner. Thus, to his ear, "miller" is a perfect rime to "villa"; "law" and "lore" are identical, as are "which" and "witch," "when" and "wen." When two pronunciations are current, as in "brougham," "pedagogy," he gives both, without expressing a preference. This is unkind to critics who would like to quarrel about the Emperor's beard. Thus we should maintain that "golf" rimes with "doff," and that all other pronunciations are Southern corruptions. To our ear "sandwich" rimes with "stitch," and "Greenwich" with "ridge." Mr.

Rippmann makes the sounds identical. There is a very useful word-list at the end, but some of the words might be cut out: we have never heard "algebra," "balsam," and many more in the list mispronounced. On the other hand, we miss many questionable words—"Dalhousie," "Johannesburg," "Oude," "angina," "octopus," "lichen."

"Blackie's Golden Library."—*Essays from the "Spectator."* (2s. 6d. net.)

Mr. W. A. Lewis Bettany has collected Steele's and Addison's papers on the minor morals into a little volume which it is a pleasure to handle. We doubt whether they needed a showman. Mr. Bettany has doubts himself, and invokes the proverbial curse on all from Johnson to Mr. Austin Dobson "qui ante nos nostra dixerunt" (*dis-erunt* he should have written). To bracket the Earl of Rochester and Pepys as exponents of "that Gallic ideal of blackguardism and of brutality which the whole Court party pursued" shows a lack of delicate discrimination; and surely it was the frog, not the trout, that Walton handled as though he loved it.

English Historians. With an Introduction by Prof. A. J. GRANT. (2s. 6d. Blackie.)

The volume is happily planned and well executed. Part I. gives us the theory of historians at different periods on their art, and Part II. their practice, as far as this can be shown by extracts. Of necessity the two lists do not exactly tally: there are thirteen in Part I. against eight in Part II., and only five names—Hume, Gibbon, Macaulay, Carlyle, and S. R. Gardiner—figure in both. The selection may appear at first sight arbitrary; but the authors have been chosen not solely for their individual merits, but as innovators or as typical of a school. The book incidentally would furnish excellent private reading for a sixth form, to be tested by essays.

Die Flut des Lebens. Von ADOLPH STERN. Edited by E. M. PROWSE. (1s. 3d. E. Arnold.)

This historical novelette, which turns on the flight of Frederic of Bohemia and his Consort in 1620, makes a capital reader. There are no notes or vocabulary, but a glossary explains the harder words, partly in English and partly in German. A *questionnaire* to each section calls attention to derived and connected words. Thus the pupil is asked to form substantives from *sprechen*, synonyms of *Gemach*, the opposite of *ruhig*. The general plan seems to us excellent. As criticisms are invited, we do not see how the pupil is to prepare a lesson. He may discover for himself *Sprache*; but it is chance if he lights on *Spruch*, *Besprechung*, &c. We doubt whether hunting in a dictionary will help him to remember derivatives. Is it not better to give the information with hints as the laws of derivation? Some brief historical introduction would add to the interest of the story.

A Primer of Religion, based on the Catechism of the Church of England. By W. J. OLDFIELD. (2s. 6d. Methuen.)

The title is ambitious, though modified by the sub-title. The book is intended for confirmands or children at a stage before confirmation, and the lessons take mainly the form of questions and answers. The teaching is simple, and, as the second part of the Catechism is not touched, it raises few disputed points. It will prove a valuable aid to Sunday-school teachers.

Bacchylides. The Text edited by Sir RICHARD JEBB. (1s. 6d. Cambridge University Press.)

Prof. Jebb's last contribution to Greek scholarship was his edition of the poems and fragments of Bacchylides, and it proved that his powers of divination and interpretation had suffered no decay. Many a poor scholar who cannot afford to purchase the annotated edition will be glad to possess himself of the text.

Test Papers in Elementary Mathematics. By A. CLEMENT-JONES and C. H. BLOMFIELD. (2s. 6d. E. Arnold.)

These papers are partly selected from papers set by various examining boards, but mainly compiled by two masters of the Bradford Grammar School. They include arithmetic, algebra, practical geometry, and a few questions on trigonometry. The papers are well graduated in difficulty, and questions are avoided which entail an excess of ciphering. The argument that questions which "won't come out" are badly done in examination is doubtless edged. The preface speaks of tested answers, but there is no mention of a key.

Dictionary of Quotations: German. By LILIAN DALBIAC. (7s. 6d. Sonnenschein.)

German assuredly needs a volume to itself, and it is well that the original intention of the publishers to combine it with Spanish has been abandoned. Full justice has been done to Goethe and Schiller. From "Faust" alone there are nearly 250 quotations and from Schiller about 550. On the other hand, we miss a good many famous names—Auerbach, Mommsen, Grimm, Hauptmann, to take a few at random—and Kant, Hegel, Nietzsche are represented by a quotation apiece. The translations are correct, and where there are English versions the best has been chosen. We have noticed only one or two slips. "Im schönen zu leben" should not appear as "to live in the true," though it has Carlyle's authority. On page 374 E. A. Bowring makes nonsense of Goethe's *Spruch*.

Short Lives of Great Men. By W. F. BURNSIDE and A. S. OWEN. (6¼ × 5 in., pp. viii, 296, illustrated; 3s. 6d. Edward Arnold.)

Messrs. Burnside and Owen are two assistant masters at Cheltenham, and the lives which they have treated are those of the forty-four figures which adorn the reredos in the college chapel—a memorial set up, from the designs of Mr. H. A. Prothero, to the Old Cheltonians who fell in the South African War. Of course, this relieves them from a certain liberty of selection, and transfers it to Mr. Prothero. But, whoever is responsible for the choice, it is well made. We have forty-four of the leading men in English history and literature—beginning with St. Alban and King Arthur and coming down to John Lawrence, David Livingstone, and Charles Gordon—sympathetically and well treated, and illustrated with eight drawings of carved figures from the reredos itself. Each worthy has from two to ten pages allotted to him; so there is not much room for criticism. It will be sufficient to say that the chief facts are well chosen and well related, and the volume worthily fulfils its object.

The Romance of Empire. By PHILIP GIBBS. (7½ × 5 in., pp. xv, 478, illustrated; 6s. Edward Arnold.)

This is one of the best—if not quite the best—of the innumerable books which have been appearing of late dealing with the making of the British Empire. It is told with spirit and enthusiasm, and holds the attention almost as well as a novel. It begins with the Sea Rovers and Raleigh and ends with the story of the rival races in South Africa. The main episodes are the conquest of Canada—which owes not a little to Mr. A. G. Bradley's excellent book—the loss of the American Colonies, the conquest of India, and then the stories of Australia and of New Zealand. Besides being well and brightly written, it is well illustrated—many of the drawings being from old engravings or from the pencil of Mr. R. Caton Woodville. It would make an excellent reading book for the higher classes of a school, or, still better, a valuable present to a boy or girl with a taste for history. We do not remember to have come across a book before this written by Mr. Philip Gibbs; so we make a note of it and counsel others to do the same. There is no *braggadocio* or jingoism in the book: he tells a plain story well, and is scrupulously just to all concerned. It leaves no bad taste in one's mouth. It tells of heroes as simply as they should be told of. Therefore we recommend the book heartily to our readers.

(1) *Our School out of Doors: a Nature Book for Young People.* By the Hon. M. CORDELLA LEIGH. (7 × 5 in., pp. xii, 141, illustrated; 2s. Fisher Unwin.) (2) *A Nature Reader for Senior Students.* Edited by the Hon. Sir JOHN COCKBURN, K.C.M.G., M.D., and E. E. SPEIGHT, B.A. (7½ × 5 in., pp. xv, 334, illustrated; 2s. net. Hodder & Stoughton.) (3) *Practical Object Lessons from the Plant World.* By H. J. BARNEILL. (7 × 5 in., pp. 171, illustrated; 3s. Sir Isaac Pitman & Sons.)

(1) The chapters of this book are intended to serve as a kind of *vade mecum* for the teacher of Nature study to consult before starting on her fortnightly walk with her pupils; to refresh her memory as to what things they are likely to see; to study them on the spot, and to draw them. The book is well supplied with illustrations, and the subjects are well and judiciously chosen.

(2) This reader is made up of selections from the writings of a multitude of people about the sounds and sights of Nature—such as Emerson, Lowell, Keats, Thoreau, Burroughs, Browning, Wordsworth, &c. The selections are excellent. So are the illustrations—being copies of pictures by Turner, Constable, Corot, F. Walker, &c. The book is, in fact, a feast of the good things said about or pictured from Nature; and lucky is the child who has it assigned to him. We have read it through from cover to cover with true delight and sincere approval.

(3) This is a collection of twenty-seven object lessons on plants, set out under the heads of matter and method, and illustrated with black-board sketches (in white on black). The choice seems to us to be well and carefully made; and the treatment is full of interest. The book will give a child of ten years a good glimpse into the plant world.

(1) *Essays in the Making.* By EUSTACE MILES, M.A. (7½ × 5 in., pp. xiii, 161; 3s. 6d. Rivingtons.) (2) *Essays and how to Write Them.* By AVARY H. FORBES, M.A. (7 × 4½ in., pp. 146; 2s. Ralph, Holland, & Co.)

(1) Mr. Miles has given us a very suggestive and interesting book on the making of essays, and one that should prove useful in working out—only that will take time. And this is one of the first lessons to be learnt—that to get into the way of writing a fairly decent essay will take time. You cannot get the trick all at once. Mr. Miles, who is a coach and lecturer at Cambridge, has nothing to do with geniuses; he takes the ordinary man, and, having divided his difficulties under six heads, he sets to work to conquer them one by one. The first thing is to collect ideas; the next to select (or reject) and proportion ideas; and then to arrange what has been selected. The rest follows simply enough—devise the beginning and prepare some means of emphasis; express the ideas; and, lastly, revise the expression. This is all—though there is much to be attended to under each heading. But each is, in the main, a separate difficulty, and had better be treated separately. This is what the book has to tell us about, and it does its

work interestingly and well. The author warns us plainly that there is no short cut, except for geniuses—and they may look after themselves. But the ordinary person, by following his advice, will arrive at having a thought to express and at being able to express it fairly. He concludes with a list of books likely to be useful, and an index. The book is well written, and is full of good advice. Any of our readers who are anxious about the essays of their pupils had better give the plan a trial—a trial without short cuts.

(2) Mr. Forbes approaches his difficulties on a different plan. He divides his subject into four parts—viz., how to define his subject; how to divide; how to arrange (1) the law of climax and (2) climax in practice; and, lastly, how to expand—which includes style. Under each of these heads he tells us briefly and well all that he thinks need be told. He then gives us a set of outlines and then a set of fuller specimen essays. Last of all comes an appendix of subjects for composition. The book is well constructed and businesslike. It will be valuable in the hands of a good teacher. It is a good book: but, somehow, one does not feel so strongly drawn towards it as towards Mr. Miles's book. Our readers must choose for themselves.

"English Literature for Secondary Schools."—*Macaulay's Essay on Clive*. With Introduction, Notes, &c., by H. M. BULLER, M.A. (6½ × 4¾ in., pp. xvi, 114; 1s. Macmillan.)

It is a part of the plan of this series that each book shall be sufficient for one term's work. Hence the introduction and notes must be short—but not too short—and a glossary shall contain unfamiliar words as well as those which are obsolete. Mr. Buller—an assistant master at Clifton—has done his work as editor with discretion. We are sorry, however, that he has not found space to mention how much in the Essay Macaulay took bodily from Orme, nor to point out the grave misstatements with regard to the siege of Calcutta and the Black Hole which Macaulay makes in the course of his narrative. These are minor points which a word or two would have put right. For the rest, the edition is a good one, and should find its place among literature books to be read in secondary schools.

Asser's Life of King Alfred. Translated from the text of Stevenson's edition. By ALBERT S. COOK. (7¼ × 4¾ in., pp. xii, 83; 2s. 6d. Ginn.)

Mr. Cook is Professor of the English Language and Literature at Yale, and it has struck him that we had no handy translation of Asser's well known *Life of Alfred*, and so he has provided us with this capital little book, taking the text from Stevenson's edition. Quite apart from the question of authenticity it is well worth having. Alfred's preface to his translation of Gregory's "Pastoral Cure," and Archbishop Fule's letter to Alfred are added as appendices, and a short index is also given. The interpolations in the text made by Archbishop Parker are excluded—otherwise the text remains as the writer left it, except that certain insertions made by Stevenson, and duly indicated, are retained.

The Functions of Words. By M. C. CARMAN, B.A. (7 × 5 in., pp. x, 156; 2s. Sonnenschein.)

Mr. Carman is the English master at the Khedivieh School at Cairo. He has given us in the above book a capital short guide to analysis and parsing. It is well up to date in most respects, and is commendably brief. We have read through the chapters with interest and considerable approval. We should have preferred a more comprehensive definition for the pronoun, and the part of speech of a phrase has nothing to do with the initial word. The plan of taking a simple sentence first, and thoroughly explaining it and its parts has its conveniences; and that of putting away in an appendix certain anomalies and difficulties which require careful explanation is a good one. On the whole we like the book.

"Pitt Press Series."—*Burke's American Taxation and Conciliation with America*. Edited by ARTHUR D. INNES, M.A. (6½ × 4½ in., pp. xxxiii, 200; 3s. Cambridge University Press.)

Mr. Innes divides his introduction into two parts—the first dealing with Burke's biography, and the second with the state of politics in Parliament during the years 1774 and 1775, the years during which the two speeches were respectively delivered. These are well and succinctly written, and show a thorough grasp of their subject matter—quite sufficient at any rate for the purposes of any student. Then follow the texts of the two speeches, then thirty-five pages of notes, and last of all a short index. As we are accustomed to have them in Mr. Innes's editions, the notes are written with great care and judgment, and give just what it is necessary to know and no more, but with here and there a longer note where purposes of explanation require it. The edition is an excellent one and deserves to succeed.

Selections from the Writings of Benjamin Franklin. Edited by U. WALDO CUTLER. (6 × 4 in., pp. xviii, 366; 1s. 6d. George G. Harrap & Co.)

This is a capital selection from Franklin's "Poor Richard's Almanac," his "Essays and Miscellanies," and his personal letters. Mr. Cutler has prefixed a short introduction, and has added a few notes at the end of the little book. In an appendix are added Franklin's examination before the House of Commons relative to the repeal of the Stamp Act

in 1766, and extracts from his will. The whole thing is extremely well done, and we have read the book through with considerable interest. It is wonderful how little stale Franklin's words have become.

How to read English Literature. Part I.: *Chaucer to Milton*. By LAURIE MAGNUS, M.A. (6½ × 4¼ in., pp. xi, 207; 2s. 6d. Routledge & Sons.)

This little book is intended as an introduction to the study of English literature. It seeks to interest the reader, and to point out to him certain unifying principles which govern the subject. The literature is dealt with in definite relation to its surroundings, and its development is shown to be an inseparable part of the general expansion and growth of the nation. It deals with impressions rather than with the methods and *minutiae* of criticism. It is an ambitious design for a book of this size; but Mr. Magnus has fairly realized it. Chaucer's England and England's Chaucer; Shakespeare: his Predecessors and Contemporaries; the Progress of Prose; and the Puritan Reaction—these are the chief topics dealt with in the pages of this bright little book, and dealt with in an interesting and effective manner. Green's "History" and Traill's "Social England" and other books of a like kind are quoted here and there to bring the narrative into closer connexion with the change and progress of the nation and its story. The book is well written, and we shall look forward with interest to see its conclusion in its Part II. ("Dryden to Tennyson"), which is promised to us in a few months.

A First Year's Course in Oral French. By A. H. SMITH. (1s. 6d. Blackie.)

This small volume is intended for children of eight and nine beginning French by the direct method. Starting from the objects of the form room and their own persons, the *professeur* leads his boys on to geography and arithmetic lessons in French and the playing of French games. In this way, and by the learning of riddles, verses, and songs with music, and the help of frequent illustrations, the more serious work of word learning and sentence forming is made light for the young beginner. If any objection is to be raised to this part of the work, it is that many teachers may feel themselves hampered by the number of suggestions, in the way of questions and actions, offered in the text, when sufficient help of this kind has already been given in the preface. Grammar in French is insisted on from the beginning, is learnt by application, and summarized for revision at the end of the book, so as to form, as the author claims, a "short but fairly complete French grammar." We cannot help thinking that Mr. Smith has been rather ambitious in his standard of grammar for children of nine when he requires of them a knowledge of the *temps primitifs* of a number of irregular verbs, and such a refinement as the use of *Pon for on*. In other respects, however, the book is one to be recommended for both interest of subject-matter and for simplicity of style and language. Phonetics are not accentuated, but neither are they neglected, the first six lessons being repeated in phonetic characters, and a phonetic transcript added to each word of the vocabulary.

French by the Direct Method: Livre de Lecture. By H. VIVIER. (2s. T. C. & E. C. Jack.)

A most attractive summary of the history, literature, and geography of France. This little book brings us into touch with the men who have made France, and is calculated to arouse a living interest in them and their language and to lay a foundation for real study in the future. Mlle. Vivier has let the authors speak for themselves wherever possible, supplementing the long quotations given with a brief account of the work in question, some details of their life, and hints on their style. The book is in three parts—historical, literary, and geographical—and is profusely illustrated throughout. Appended are numerous questions on each chapter, often requiring answers of considerable length, so that they are applicable to either oral or written work. The standard of difficulty is suitable for an average fifth form.

French by the Direct Method. ROSSMANN and SCHMIDT. Part III. Edited by THOMAS CARTWRIGHT. (2s. 6d. T. C. & E. C. Jack.)

This book, which is avowedly Rossmann and Schmidt's "Lehrbuch der französischen Sprache" "recast and considerably extended," is, as its title indicates, entirely grounded on the New Method. There is every variety of material for oral and written work: descriptive pieces, anecdotes, history, poems and songs, with revision exercises on the "Four Seasons." The reduced copies of these pictures promised in the introduction do not, however, appear, though there are a fair number of other illustrations. A new and valuable feature of the book is the attention paid to word building, the formation of different parts of speech from the simple word being shown in very suggestive tables. This should encourage children to carry on such research for themselves, and so add largely to their store of words. The grammar, taught inductively and in French from examples met with in the text, is afterwards summarized in English—an unnecessary surrender, surely, where the two idioms are so similar and most of the difficulties have been already overcome. Finally, there is a full French-English vocabulary with phonetic transcript throughout. Indeed, nothing seems to have been omitted that could help and interest the most apathetic British child, and we confidently recommend the book to

schools where sufficient time can be given to use it thoroughly. We have noticed one misprint—"il vont," on page 209; and one curious error—in the use of the picture of the fox and crow to illustrate the fable of "Le Coq et le Renard."

Siepmann's Primary French Course. Part II. (2s. 6d. Macmillan.)

Mr. Siepmann has put together a delightful series of descriptions of French family life and visits to the chief monuments of Paris as related by an English boy spending his holidays abroad. Each chapter is a great fund for adding to the learner's vocabulary, and it is also coordinated with special work in grammar on the same plan as his German primer. There is, further, a selection of miscellaneous stories and poems which will be found useful for conversational purposes, and the usual exercises and vocabularies provided in all the volumes of his modern language series. In a work of such a kind it is rather surprising nowadays to find the use of the foreign tongue so little encouraged, all the grammar being in English. Where the words used are so near to our own, and the formulas so easily grasped and retained, it is surely a mistake to neglect such a convenient means for frequent practice of the foreign sounds. The verbs, too, strike us as unnecessarily elaborated; children, confronted with fifteen tenses of each of the four conjugations followed by their negative, interrogative, and interrogative-negative forms, are likely to be discouraged by difficulties that really do not exist, whereas they will very quickly learn the compound tenses by use. The book is, however, one that might well be used by a student working alone.

German Reader. Edited by W. SCHOLLE, Ph.D., and G. SMITH, M.A. (2s. 6d. Blackie.)

A great variety of subjects is included in this admirable Reader. Tales, legends, daily occupations, history, and geography in interesting *Bilder*, German literature, a few well selected poems, the story of the "Nibelungenlied," songs with music, and some excellent illustrations combine to make up a volume that should prove very useful to teachers and attractive to learners. The editors have aimed at placing the Reader "in German surroundings," and it needs but a little expansion on the part of a teacher to ensure the success of their careful efforts. "New Method" conversation is encouraged by notes written almost entirely in straight-forward German. A sketch of the treatment of each lesson and suggestions for written work are included in the same language. A vocabulary to the text is added, with helps to pronunciation in phonetic script, that has been previously explained. We have noted a few omissions: *Einpökeln*, *gellen*, *Herrschergelüste*, *tilgen*, *umherstreichen*, and a misprint, *vorgefordert*, on page 94, line 36. Clear type and a strong binding complete the equipment of a school book we can thoroughly recommend.

A Practical German Grammar, Reader, and Writer. By LOUIS LUBOVIOUS. (2s. Blackwood.)

This work is stated to be a compromise between the old and the new methods of modern language teaching, but it has, fortunately, a distinct leaning towards the latter. The great experience of the editor guarantees that the instruction is sound, and that the plan of the lessons is systematically progressive. Part I. contains object lessons, elements of conversation, useful drill on portions of grammar gradually introduced, and exercises for retranslation. In Part II. are a good selection of extracts for reading, phrases, "word-clusters" and grammar examples drawn from the text, on which are founded formal rules. Part III. consists of vocabularies, more elaborate "drill," and harder exercises for retranslation. If only a sufficient number of lessons for German can be secured in the time-table, there is every hope that this work will materially help to the acquisition of a "sound working knowledge" of the language, laid on solid foundations.

Aristotle's Theory of Conduct. By THOMAS MARSHALL, M.A. (T. Fisher Unwin.)

The "Nicomachean Ethics" is one of the earliest and one of the most interesting treatises on morals. To many, however, who are interested in ethical questions and problems Aristotle in the original is a sealed book. Mr. Marshall tries, and very successfully, we think, to undo the seals. Recognizing the defective arrangement, constant repetition, and highly technical character of Aristotle's writings, and at the same time the restrictions imposed on a professed translator, Mr. Marshall has adopted an excellent plan of bringing Aristotle's thought within the grasp of an intelligent reader. First, he gives a special introduction setting forth the purport of the "Ethics" as a whole. Second, each chapter of the "Ethics" has a special introduction by way of guide, and is followed by explanatory and critical remarks. Third, the chapters themselves are put before us in the form of a paraphrase rather than a translation; and, as far as we have tested the matter, Mr. Marshall's paraphrase seems to us most faithful to the Aristotelian thought. In his effort to make Aristotle's meaning thoroughly clear, Mr. Marshall makes abundant use of modern illustrations; and, whilst a few captious people may, as he thinks, blame him for thus treating a great classic, the great majority of interested readers will, we think, look upon such illustrations as imparting a more living interest to the work. And, after all, a great classic is not so easily degraded by being brought into the company of modern saws and instances. A copious and highly

useful index at the end completes a work that is sure to be welcomed and appreciated by a good many of that ever-increasing number of cultured people who know small Latin and less Greek.

Modern School Buildings, Elementary and Secondary. By FELIX CLAY. Second Edition, thoroughly revised and enlarged. (2s. net. Batsford.)

The first part, dealing with secondary-school buildings, has been curtailed by the omission of all such matters as more properly belong to pedagogics, and the space thus gained has been filled by a chapter on Fire Protection, the need of which has been proved by recent experiences at Eton and Shrewsbury and other public schools. Training colleges and the cost of school buildings are now more fully treated. The author's official position has given him exceptional opportunities for observing the world of school architecture—its needs and how they are being met. Thus we have the plans of the new University College School in course of erection at Hampstead and of several L.C.C. schools. It is a book that should be familiar to all Local Education Authorities.

Elizabeth Barrett Browning in her Letters. By PERCY LUBBOCK. (Smith, Elder, & Co.)

Mrs. Browning's Letters were a revelation—not as newspapers abuse the word. They gave the clue to no dark mystery such as the Byron letters recently published in "Astarte" are supposed to disclose; they did not expose the shadow side of a great poet like the letters of Keats; they did not even, like the Carlyle letters, chronicle the jars of a husband and wife who were ever falling out and kissing again in tears; but they do reveal the privates of the heart of a singularly pure and noble-minded woman who loved passionately and was loved no less passionately in return. The letters are a votive tablet on which the whole life of the poetess is writ large, but they are diffuse and prolix, and Mr. Lubbock has done well in using the letters as a *pièce justificative* for the "Life." He is no blind hero-worshipper: in fact, he sometimes does his subject bare justice. Thus, in his opening critique, he says: "They are not brilliant letters: . . . their value is not that they reveal genius in themselves." This may be true of them generally, and yet we should find it hard in all literature to match the letter of expostulation addressed to Miss Mitford: it is perfect in temper, in tact, and in expression. So, too, in all the references to her father, she writes as a Cordelia might of Lear—a father for whom Mr. Lubbock pleads as an "advocatus diaboli." Throughout the volume there is an excess of criticism. It is, on the whole, sound criticism, but the reader resents being told in each poem what he should admire or not admire. In spite of this defect, we have a clear presentment of a noble character whose poetry only half expressed her life.

Little Flowers of a Childhood. (3s. 6d. net. Moring.)

This is the record of a child who died in his fifth year, compiled, as we gather, by his aunt. It is a very simple record: there was nothing of precocity about the boy, only a temper and character of exceptional sweetness and loveableness. Though it will affect mainly the friends and relations, there is a gentle pathos in this story of a short life that will attract even strangers.

A First German Course for Science Students. By Prof. FIEDLER and F. E. SANDRACH. (2s. 6d. net. Moring.)

The Course consists of a Science Reader with vocabulary at the end and a very simple grammar, the passages corresponding to sections of the grammar. The diagrams of instruments are a good feature. For pupils beginning the study of science and German simultaneously nothing could be better, but we cannot help thinking that a more excellent way is to master first the elements of the language.

Analysis of certain of St. Paul's Epistles. Reprinted from Bishop LIGHTFOOT's Commentaries. (1s. net. Macmillan.)

This most helpful aid will be welcome to the student of the New Testament. A Pauline Epistle is at least as difficult to follow in argument as "In Memoriam," and Bishop Lightfoot has done for four of the Epistles what Miss Chapman did so well for Tennyson.

The Hundred Best Poems (Lyrical) in the Latin Language. Selected by J. W. MACKAIL. (6d. net. Gowers & Grey.)

Of Latin lyricists Catullus and Horace are first and the rest nowhere. Other poems number only twenty-five, of which the six from Virgil are rather idyllic than lyric. That Horace should have left no literary heir—not even an imitator—is almost a unique phenomenon in literature. Mr. Mackail has admitted one poem by Prudentius. There is ample material for a second volume—a *florilegium* of Christian hymns, the Italian Renaissance, and some exquisite exotics of Buchanan, Gray, and Cory.

The North-Eastern Railway have issued some attractive booklets likely to prove useful to the teacher tourist. The district covered by the line, "'twixt the Humber and the Tweed," is, of course, well known; but the sensibly arranged *Hotel and Lodgings Guide* (gratis), the *Anglers', Cyclists', and Golfers' Guides* (3d. each) should help to make easy the planning of a holiday tour. Application should be made to the Company's new London offices at 87 Gracechurch Street.

UNIVERSITIES AND SCHOOLS.

OXFORD.

LADY MARGARET HALL.—Scholarships have been awarded as follows:—To Josephine S. Elliott, St. Anne's School, Abbots Bromley, the Old Students' Scholarship of £40 a year for three years (French and German); to Maud E. A. Drew, Ladies' College, Cheltenham, £35 a year (English literature); to Helen Stocks, Leicester High School and Bournemouth High School, £25 a year (modern history); to Florence A. Macrae, Croydon High School, the Jephson Scholarship (modern history). A. Nölting, Edgbaston High School (modern history), is commended. The following scholarships are offered for competition in March, 1907:—The James Cropper Scholarship of £50 a year for three years; a Jephson Scholarship of £45; a scholarship of £35, and one of £30.

ST. HUGH'S HALL.—A scholarship of £35 a year for three years has been awarded to Mary Lindsay Gordon, Godolphin School, Salisbury (English literature). The following scholarships will be offered for competition in March, 1907:—One of £25 a year for three years; the Old Students' Scholarship of £30 a year for three years; and the Otley Scholarship of £40 a year for three years, open to candidates who have been educated for not less than three years at the Worcester High School.

SOCIETY OF OXFORD HOME-STUDENTS.—A scholarship of £25 a year, the gift of an old student, has been awarded to Gertrude M. Thatcher, Oxford Home-Student, Clifton High School, and Bristol University College (mathematics).

MANCHESTER.

At the meeting of the Court of the University on March 14 the Vice-Chancellor spoke strongly on the claim that the "New Charlottenburg" which is to be set up in London should be given an Imperial character; otherwise Manchester would urge an equally strong and even prior claim, for the new institution would be in imitation not of Charlottenburg, but of Manchester.

It was decided to provide a Certificate in Biblical Knowledge, which it is hoped may be useful for teachers in elementary schools.

In furtherance of the *concordat* between the University and the Municipal School of Technology, the ceremony of admitting as members of the University over a hundred students of that school has been performed by the Vice-Chancellor, who referred to the Association of both the School of Technology and the College of Music with the respective Faculties, and expressed the hope that those now recognized as new members of the University would take an active part in its corporate life.

The annual report of the Faculty of Commerce has been issued. The number of students reading for the commercial degree has increased from fourteen to thirty-one. The Faculty is recognized by the Ship Canal Company and most of the railway companies and a number of the banks, all of which pay the fees of students in attendance.

The most important of several recent benefactions is the gift of the premises now used as the Fielden Demonstration School and of a sum of £4,000 as an endowment to the School. The donor is Mrs. Sarah Fielden, who some years ago founded the Sarah Fielden Professorship of Education. The holder of this chair for the time being will be the director of the Practising School.

Prof. Schuster is to represent Great Britain at the forthcoming meeting of the International Seismic Association. A "Socialist Society" has been added to the list of students' clubs. New regulations agreed to by the Joint Matriculation Board provide that candidates may offer more subjects than the number required for the pass. The Examination of the Joint Matriculation Board is now recognized as exempting from the Previous Examination at Cambridge (if proper subjects are taken), a similar allowance being made by Manchester to those who have passed the Previous. It is also to be recognized as exempting from the Preliminary Examination of Medical Students at the Scottish Universities.

The Manchester Education Committee has appointed Mr. A. L. Cann, B.A. Lond., Principal of the Bolton Pupil-Teachers' College, to be Principal of the Manchester Pupil-Teachers' College, at a salary of £650 a year.

The post was held till December by Mr. W. E. Urwick, M.A. At the monthly meeting of the Committee Sir James Hay read favourable reports of Inspectors on the work and equipment of the Municipal School of Technology. Incidentally, he stated that the Committee would have to lose £900 owing to the increased soberness of the nation, that being the decrease in income from the whisky money.

Mr. J. W. H. Atkins, M.A., Lecturer in English Language, has been appointed Professor of English Language and Literature at Aberystwyth. The Council have appointed Miss Barbara Foxley, M.A., to the post of Mistress of Method and Assistant Lecturer in Education. Miss Foxley has held the post of Head Mistress at Dewsbury High School and at Queen Mary's Endowed School, Walsall. She has lately held a temporary appointment in the Man-

chester Training College since Miss Dodd's removal to Oxford. Mr. F. W. Gamble, M.Sc., has been appointed Secretary to the Manchester Literary and Philosophical Society in place of Dr. Lees, whose recent appointment in London has already been announced.

Dr. Ashby's third report on the special day schools for the mentally defective has been issued, and contains valuable information. The schools are attended by over 220 children. The utility of admitting the lower class of defectives to schools is dwelt upon. Referring to the question of causation of feeble-mindedness, Dr. Ashby states that it is clear that in the majority of cases it tends to run in families. There is no evidence that alcoholism in parents or shocks during pregnancy *per se* produce imbeciles or mentally defective children. The subject of the provision of schools for this class of children occupied the attention of the Salford Education Committee, but action in the matter was deferred. An appeal is being made for £20,000 to extend the work of the Sandlebridge Homes for the Feeble-minded, with which the name of Miss May Dendy will always be associated. The work was warmly commended by Sir James Hay, who supported the appeal.

The meeting of the Lancashire County Council was occupied principally with questions of finance. Sir Henry Herbert, who was again elected chairman, stated that this year £366,500 would be asked for for elementary education, an increase of £24,500, due mainly to the increase of teachers' salaries. It is estimated that the rate for elementary education will be raised by 1d., that for secondary education $\frac{1}{2}$ d. An inquiry has been conducted by the Local Government Board into the application of the Council for permission to levy an increased rate for higher education.

At the Grammar School one open classical scholarship has been won at Corpus Christi College, Oxford. In the list of Classical Moderations recently published the names of three Mancunians appear in the First Class.

Two performances of "The Ancient Mariner" have been given by the school musical societies under the conductorship of Mr. A. R. Florian, M.A. These concerts were made the occasion of a meeting of the parents of boys, first, of the upper, and, secondly, of the lower, school, and, in addition to the opportunity given for intercourse between masters and parents, a discussion was arranged for in which the parents were free to take part. This is the second year in which these conferences have been held. The Harriers' runs (in which Mr. Paton has been very ably assisted by Mr. H. A. Newbould, B.A.) came to a conclusion with a steeplechase, of which the course was laid by Mr. Paton, and for which there were over a hundred entries. A second playing field—the need of which has long been felt—has now been secured in North Manchester. The lectures concluded with a very able lecture on "The Reform Movement in Russia," by Mr. Bernard Pares, M.A. The numbers of the North Manchester Preparatory continue to rise steadily.

At the Manchester High School for Girls Edith Edmunds has won the Mary Conybeare Scholarship for classics. The scholarship, which is of the value of £50 for three years, will be held at Somerville Hall, Oxford.

Donations for the new electric lighting fund are coming in satisfactorily. The Governors of the Whalley Range High School for Girls have withdrawn for the present their application to the Board of Education for recognition as a secondary school.

In no part of England is the discussion of the new Bill likely to be more animated than in Manchester and in Lancashire generally. In the county there are 1,486 voluntary

to 307 Council schools, and the accommodation is respectively 706,437 to 242,518. Not only the county districts, but also some of the large boroughs, rely largely on voluntary schools for their primary education. In Manchester and Salford the Roman Catholics are, of course, very strong; and the Bishop of Salford and one of his chief educational advisers, Canon Tynan, have pronounced the Bill impossible from their point of view. The Bishop of Manchester (who alluded to the Bill in both his sermons on April 22) has issued a manifesto emphatically condemning the Bill and appealing to all Churchmen to organize a political agitation against it. To this Canon Hicks has replied by an open letter, suggesting that amendments are possible and necessary, but accepting the Bill as "an honest attempt to solve a difficult public problem"; though he makes no secret of his opinion that the secular system is the only possible final solution.

WALES.

Mr. Birrell's Bill has given general satisfaction in Welsh Radical and Nonconformist circles. It is, on the whole, regarded as a fair and courageous attempt to settle the religious question, while its treatment of the voluntary schools is considered just to all concerned. The Bill, however, is regarded in a very different light by Churchmen and the advocates of denominational teaching. If one may judge from the public utterances of some of the bishops and other prominent Church-

men, the opposition which will be offered to it will be as strenuous and as prolonged in Wales as it threatens to be in England. Its provisions are branded with such strong epithets as "scandalous," "grossly unfair," &c.—in fact, the attitude of Churchmen and Catholics towards the Bill is precisely similar to that of their co-religionists in England. The Welsh Churchman, moreover, has an additional reason for his alarm and distrust; for he will no longer be in a position to appeal to the Board of Education for protection against the treatment which he surmises will be meted out to him by the Education Committees of Wales.

During the dark days of the Welsh revolt (now recognized as a dismal failure), the managers of the voluntary schools were no doubt consoled by the knowledge that a deputation to the Board of Education would generally receive a sympathetic hearing, and occasionally result in securing for them a fair measure of justice. But by the present Bill this power of appeal is, apparently, done away with, inasmuch as Part IV. transfers the whole of the powers and duties of the Board of Education, so far as they relate to Wales, to the new Council of Wales. It is true that there is a saving clause "that His Majesty in Council may make certain exceptions," but the Bill contains no indication whatever as to the probable nature of these "exceptions," so that they are not likely to be of a very substantial character. The whole intention of the Government is evidently to confer on Wales very extensive, if not complete, powers of self-government as regards education, so that the "exceptions" contemplated in Section 4, Part IV., will necessarily deal with trivial details only. It would appear to be contrary to the spirit of the whole section to introduce into it any important reservation of powers. As far, therefore, as one can judge, the opponents of the Bill have but the slenderest ground for hoping that by more strictly defining this subsection, and enlarging its scope, they will find some way of escape from the absolute control and "tyranny" of the Council.

The scheme for a National Education Council as drawn up provisionally by Sir William Anson received the qualified approval of all sections; and at the Cardiff Conference the Bishop of St. David's went so far as to agree to the principle underlying it. The very extensive and unrestricted powers of the new Council, however, have filled the denominationalists with profound alarm, and we may therefore anticipate that they will fight it with all the vigour and with every resource at their command. The *Western Mail*, for instance, which in the past has been one of the strongest and most consistent advocates of a modified form of educational home rule for Wales, is now thoroughly frightened, and unhesitatingly dubs the present proposals as calculated to establish a Welsh "Star Chamber." In addition, therefore, to their general objection to the present Bill, Welsh Churchmen and Catholics consider that they have a special reason for fighting it strenuously and to the bitter end.

The members will be appointed by the Councils of counties and of county boroughs, and of any boroughs and urban districts having a population of twenty-five thousand. If, therefore, the present clause stands, all possibility of co-option or of admitting women members is done away with, and the promises of Mr. Lloyd-George, and of the promoters of the scheme at the Cardiff Conference, are completely falsified. Prior to the introduction of the Bill, it was generally assumed that a limited number of women, and other expert members, would form part of the constitution of the Council, but, for some reason or other, this is now rendered impossible, as Clause 1 is as definite as it well can be.

How far Mr. Lloyd-George is responsible for this decision there is, of course, no means of knowing. In spite of the vague promise that he would advocate the inclusion of one or more expert members, many feared that he would succumb to the influence of the County Councilors who appear to entertain a special dread of the person they designate vaguely as "academic." The omission of any guarantee that women shall be elected is especially serious to the future development of the education of girls in Wales. On the Central Welsh Board they were universally regarded as among its most efficient members.

The arguments in favour of co-option are so well known that they need not be repeated. And it is probably sufficient to state at this juncture that, unless some modification of the first clause is introduced, the proceedings of the Council of Wales will be viewed with considerable suspicion by all branches of the educational profession. An attempt may be made later on to pacify teachers by the formation of a kind of Consultative Committee, but it is doubtful whether such a Committee will commend itself generally, as its relationship to the Council itself is not sufficiently close; nor are its means of affecting the opinion of members very great. Our experience of the Consultative Committee of the Board of Education is not such as to justify much enthusiasm for a similar body attached to the Welsh Board of Education. There should be some scheme devised by which teachers and others concerned may have direct access to the Council itself.

As was generally anticipated, the powers and functions of the Central Welsh Board are transferred, but not those of the University Court. Why an exception in favour of the University should be made is not quite clear, as it cannot be argued for one moment that the Court transacts

business of a more complicated and academic character than the Central Welsh Board. As a matter of fact, owing to the great powers of the Senate of the University, the work of the Court is often of a very routine character, requiring no great special knowledge. On the Central Board, on the contrary, questions involving important educational principles are often discussed, in which a real acquaintance with higher education is essential. Clause (3) indeed appears to refer to some kind of control over higher education, as it specifically states that the Council shall have power to supply and to aid the supply of education of *all kinds* in Wales. Clause (5), however, eliminates the University and colleges from the list of bodies which will receive Parliamentary money through the Council.

The Council is invested with very great financial powers, and in this respect the provisions of the Bill are very satisfactory. How the different Local Authorities will regard this section it is impossible to say, but no doubt the fact that the Council will be empowered to levy rates will ultimately tend to its ultimate success and stability.

The Drafting Committee will meet at Cardiff on June 1 to decide upon a provisional constitution for submission to the Privy Council. Several names are already mentioned for the most important posts under this Council, so assured is the Welsh public that it will become an established fact. But, in the interests of the Council itself and especially of Welsh education, it is much to be hoped that one or two of these gentlemen will not be offered appointments, as they do not appear to possess a single qualification for the work, except that of having done some political service to the dominant party.

At the last meeting of the Court of Governors, Principal Reichel submitted a very convincing argument in favour of an increased financial grant to the Welsh colleges. As compared with the English provincial

colleges the grant assigned to the three Welsh colleges is quite inadequate, and, unless it is substantially increased, the financial condition of the colleges will be a serious one. The policy which is adopted by the Treasury, viz., the encouragement of higher education in populous centres and its discouragement in rural districts, will tell very hardly upon Bangor and Aberystwyth. Under this policy, these two colleges will actually receive a diminished grant. Yet, as Dr. Sadler recently pointed out, it is from the rural districts, and not from the great industrial centres, that Wales derives most of her educational power. The special condition of Wales should commend itself to Mr. Asquith, and it is much to be hoped he will be prepared to make an exception in regard to the two colleges of Bangor and Aberystwyth. Cardiff stands to gain a little by conforming to the latest policy of the Treasury.

At the same meeting Lord Kenyon proposed that the King be invited to lay the foundation stone of the new college buildings. The Governors, of course, warmly adopted the proposals. His Majesty has always shown the keenest interest in Welsh higher education; so it is not unlikely that he will accede to the request of the Governors.

The University of Wales has formally notified that it is prepared to accept the benefaction of Mr. Eyton Williams, but it remains to be seen whether his heirs-at-law will allow the money to pass to the University without testing the legality of the will. The publicity which has been given in this instance should be sufficient to warn all intending benefactors that they must eliminate all religious restrictions from their wills.

The Army Council has accepted the Senior Certificate of the Central Welsh Board as exempting candidates from the preliminary qualifying examination for entrance to Woolwich and Sandhurst.

Dr. Schuddekopf has been appointed to the Examinership in German for the Central Welsh Board next July.

SCOTLAND.

The Executive Committee of the Carnegie Trust have made certain provisional alterations in the regulations for the payment of class fees. The passing of the degree examinations is a condition of the continued payment of class fees on behalf of any beneficiary. Hitherto the student has been allowed one year in which to pass the degree examination in any department; but in future, if he has not passed after he has had two opportunities of presenting himself for examination, he shall cease to be a beneficiary until he passes. The reason of this change is that, while in some Faculties there are only two graduation examinations in the year, there are in other Faculties three or four. A change has also been made in the regulations regarding the payment of fees for Honours and other classes which are not obligatory. In future payment of these will be made only on behalf of applicants who have already passed the Ordinary degree examination in the relative subject or group of subjects. These alterations will check some abuses and reduce slightly the Trust's expenditure on fees.

Commemoration Day was observed at Glasgow University on April 18. An able and eloquent, though somewhat critical, discourse on Francis Hutcheson was delivered by Prof. Henry Jones. Honorary degrees

were conferred on a number of distinguished men, and a portrait of Principal Story, painted by Sir George Reid, was presented to the University. At the banquet in the evening Mr. James Caldwell, M.P., Chairman of Committees of the House of Commons, held forth the alluring prospect of a Government grant of £50,000 a year for the Scottish Universities, to be paid out of the equivalent grants which are due to Scotland in connexion with the Treasury expenditure under the English Education Acts. The general funds of the Universities, which are diminished rather than increased by the operation of the Carnegie and other benefactions, are sorely in need of some such help as this; but there many other claims on the part of Municipal and Educational Authorities, and it would therefore be foolish to count upon securing from the Government what the Universities require.

In the address which he prepared for the ordinary graduation at Glasgow University on April 17, but which he was unable, owing to ill-health, to deliver, Principal Story advocated the provision of a Chair of Music in the University.

The Rev. George Henderson, M.A., Ph.D., minister of the parish of Edrachillis, Sutherlandshire, has been appointed by the University Court of Glasgow to the recently established Lectureship in Celtic Language and Literature. Mr. Henderson is a distinguished graduate of Edinburgh University. He has also studied at Berlin, Vienna, and Leipzig, as well as in Wales and Ireland, and he has made a number of valuable contributions to Celtic study.

Prof. Henry Jones, of Glasgow University, has been appointed Hibbert Lecturer at Manchester College, Oxford, for three summer terms. The subject of his lectures will be "The Religion of Idealism."

The General Council of Glasgow University has unanimously passed a resolution strongly approving the new draft regulations for the training of teachers. The Council also passed a resolution of thanks to Mr. James A. Campbell, who retired from the Parliamentary representation of Glasgow and Aberdeen Universities at the recent General Election, after occupying the seat for twenty-six years. A similar resolution was adopted by the Aberdeen General Council.

The Scotch Education Department has issued a scheme for the training of boys in Scottish schools who desire to obtain commissions in the Army. Candidates for the new Army Certificate, which will admit to the Royal Military Academy or the Royal Military College, must be pupils of approved schools and must be not less than seventeen years of age. They must have qualified for the Intermediate Certificate of the Department and must have subsequently continued to give regular attendance at school for not less than one session, pursuing their studies according to an approved curriculum.

IRELAND.

The Commission of Inquiry into the position and condition of Trinity College and Dublin University has not yet been issued, but some recent utterances in the press indicate how many are the difficulties to be solved in endeavouring to improve and widen Trinity College, and at the same time make it acceptable to the Roman Catholic authorities. Mr. Culverwell in a letter to the *Irish Times* advocates not only reforms which by common consent are needed in the government of the College, the election to fellowships, and the curriculum, but also the establishment of double chairs and alternative courses in such subjects as philosophy, ethics, and history, so as to remove every reasonable objection to Roman Catholics attending the College. The attitude of the Bishops, however, shows plainly that no concessions of this kind will satisfy them. Mr. T. W. Russell, M.P., in the *Freeman's Journal*, suggests the advisability of falling back on the scheme proposed in the report of the last Royal Commission, namely, to reconstitute the Royal University as a teaching University, with constituent colleges, of which one should be University College, Dublin, adequately bestowed and equipped. The Archbishop of Dublin, hastening to reply, denied that such a solution would be accepted by Catholics, and emphatically re-stated his position, that nothing short of a college in every way equal to Trinity College, in buildings, equipment, staff, and endowment, and completely on Catholic lines, would be sufficient. It has always been evident that the Church will sanction no University for Roman Catholics which is not completely under Catholic control. It may also be taken for granted that intercourse between Catholic and Protestant students is entirely disapproved.

In endeavouring to settle the Irish University question it is mere waste of time not to recognize fully from the outset, first, that the insistence on such conditions is made by the Church—not by the laity. If the laity only had to be satisfied, the question could be settled tomorrow; and the educated and thoughtful among them, by a large majority, prefer the attendance at Trinity College of Roman Catholics and Protestants together. In the second place, it must be recognized that the Church will ask for the very utmost that they think the Government will give, or that their flocks will support them in demanding. The recent Maynooth resolutions have asked, not merely for a well endowed Catholic University, but for the conversion of Trinity College itself and its endowments to Catholic uses. In England Catholics can attend Oxford; but in Ireland the submissiveness of the laity enables

the Church to make higher demands, and to prevent their flocks using any advantages short of those their demands insist on.

"The cry is still they come!" At the previous Commencements this session, only a few women-students from Cambridge or Oxford appeared to take the Dublin University degrees. At the Conferring of Degrees on April 23, however, eighty-six ladies from the English Universities took the B.A., sixty-eight the M.A. degrees; and one the degree of Doctor in Litteris.

The Government have on their hands the duty of reforming not only University education, but also the Intermediate system. Early in April Mr. Boland, in the House, asked the Chief Secretary if his Government would permit permanent inspectors to be appointed, in order to carry out fully the scheme of the Commission of 1898. The late Government had prevented this, although high legal authority had been brought to bear on them to show that their refusal was a violation of the statutory obligations imposed by the Act of 1900. Mr. Bryce replied that the present Government still "considered it undesirable to create fresh vested interests in a Government which might be the subject of some change." He was, however, unable to make any definite statement on the subject.

While the Board may thus reasonably complain of not being allowed to carry out their schemes fully, they manifest such incompetence in their administration, and have so hampered the schools by their rules and their blunders, that it may well be doubted if any further extension of their powers should be allowed. Other questions in the House elicited the fact that the publication of the rules and programme has been delayed so long as to make it impossible for the books required to be written or edited in time for the beginning of the school year, while the publication of the results of the examinations is delayed till after the opening of the schools (September 1), leading to confusion in the arrangement of work and classes. A prominent Dublin head master, in a letter to the *Independent*, describes the proceedings of the Board this session.

The results published on September 9 were so full of blunders that a new prize list had to be published October 30, and a new pass list November 22. Both were produced "hugger-mugger," without any information concerning their existence being vouchsafed. Even these lists contained so many blunders that a fresh revision had to be ordered, December 14. Of this nothing further was heard till, accidentally on March 26, a new pamphlet, which had not in any way been advertised or made known to pupils or heads, was found in a bookshop. In this as many as forty-three new exhibitions had been awarded! It appears it had been published six weeks previously.

When we add to this mismanagement—which involves grave injustice to individual pupils, and the utmost confusion in the work of schools—the fact that this year the results fees were, without any warning, reduced by one-third, creating in many cases serious financial trouble, we cannot wonder that the unfortunate parents and teachers who are the victims of this huge, complicated, and bungled examination system are indignant.

The schools have one remedy in their hands—an effectual one. Let them all, or, at least, all the important ones, withdraw wholly from the Intermediate Examinations until the grievances they suffer from are redressed. Seeing that there is a large increase in the numbers entering this year, this plan of campaign does not seem likely to be adopted, and the Board can continue to reply to complaints, as they lately did through Mr. Bryce in the House, that they never undertook to bring out their programme in time; so there is no question of punctuality, and that they can take what time they wish—from two months to seven—to decide finally what the results of the examinations shall be, while, as is shown, what result fees shall be paid is a still more doubtful speculation, and completely at their mercy.

SCHOOLS.

ABBOTS BROMLEY, ST. ANNE'S.—In the recent examinations for scholarships at Lady Margaret Hall Josephine Scott Elliot was awarded the Old Students' Scholarship of £40 a year (French and German).

CITY OF LONDON SCHOOL.—Partisans of Rugby football in the school have recently found a warm supporter in Mr. Rowland Hill, who, supported by the Head Master, harangued a crowded audience. The enthusiastic reception accorded the eminent speaker was, however, due rather to the latter's personal popularity than to any intention of changing the present code. An old pupil, Mr. Israel Gollancz, has taken his D.Litt. at Cambridge; and Mr. Malcolm Delevingne, another Old Boy, has been appointed a member of the Commission to inquire into the working of the Truck Act. L. Spero, F. E. Daunt, and E. F. Ellis have been elected Secretary, Treasurer, and Captain of the Swimming Club, whose programme this season includes instruction in life-saving. The Modern Side Saturday Club ended a most successful season by a visit to Hampton Court, where, at the request of the editor of the *Captain*, the members were photographed. For the Summer Term a Modern Side Rambling Club has been organized, with E. G. Browning as Secretary, to promote country walks, cycle rides, and

Nature study. Unfortunately the school has sustained a serious loss in the retirement of Mr. A. E. Bernays, who is joining the publishing firm of Arnold as chief literary adviser. The various organizations of the school, however, to which Mr. Bernays has been a guide and friend, derive consolation from the fact that, as a near neighbour, he will in the future maintain friendly connexion with us.

HAMMERSMITH, ST. PAUL'S GIRLS' SCHOOL.—At the recent examination held on April 3, 4, and 5, the following girls gained junior foundation scholarships:—Phyllis Bewsher, Queen Elizabeth School; Marie Finch and Beatrice Hooke, St. Paul's Girls' School.

PORTSMOUTH HIGH SCHOOL.—In the recent examination for the Clothworkers' Scholarship for Girton College, Cambridge, Ethel Seaton headed the list of successful candidates, and has been awarded the scholarship of £60 a year for three years.

STEVENAGE, ALLEYNE'S GRAMMAR SCHOOL.—The new buildings of Alleyne's Grammar School, Stevenage, were declared open last month by Dr. Butler, Master of Trinity College, Cambridge, who also distributed the prizes. In the course of an address Dr. Butler referred to the revival of the school and pointed out the serious responsibility which devolved upon the boys in whose hands reposed its future welfare. He strongly advocated the reading of good novels, referring especially to the works of the first Lord Lytton, whose grandson, the present Earl, a governor of the school, was present. Lord Lytton moved a vote of thanks to Dr. Butler. The Head Master, in his report, urged the necessity of placing the school library and museum upon a sound basis. He also mentioned that the question of compulsory shooting, as recommended by Lord Roberts, was shortly to be brought before the governing body. Mr. Halidie, Education Officer of the Hertfordshire County Council, referred to the work done by that body in connexion with secondary schools since the passing of the Education Act. Subsidies to the extent of £3,000 were annually voted, and grants of £27,000 had been made for building purposes.

UPPINGHAM.—The following entrance scholarships have been awarded:—T. V. Durell, £70, classics and mathematics; K. B. Harper, £70, classics; G. G. Shute, £70, classics; E. Darke, £70, mathematics; K. M. Bailey, £70, classics and science; J. L. Leslie Smith, £50, classics; R. H. Fawcett, £50, classics; E. Newbolt, £30, classics; H. B. Moore, £30, classics (for one year). Rutland Scholarships: O. C. Constable, S. F. Haslam. At the usual Easter concert Handel's "Samson" was performed with great success. The soloists were: soprano, Mr. S. E. Brown; tenor, Mr. C. Norcutt, of Westminster Abbey, and Mr. Watkin Mills. Unfortunately, the Hon. Nora Dawnay, who was to have been the contralto soloist, was unable through illness to appear.

WINCHESTER.—The Debating Society resolved, by 19 to 15, that it did not welcome the movement which aims at putting women on an equality with men. B. H. Simpson has obtained a scholarship at Magdalene, Cambridge. The Sixteen Club has discussed a paper on "Gothic Architecture" by O. B. Wordsworth. The English literature prize has been awarded to C. H. Benley and A. J. Toynbee (bracketed equal). The Richardson prize has been won by R. H. Fowler; the English essay by R. M. Y. Gleadowe; the Latin essay by A. J. Toynbee.

WOOLWICH POLYTECHNICAL SCHOOL.—There was a successful display of drill and gymnastics in the New Town Hall on Friday, April 6, and term ended on April 12. The football season has been the best in the annals of the school. The First Eleven played twenty matches, winning fourteen and losing three, while three were drawn; and 105 goals were scored against 25 by our opponents. Only one defeat was from a school, a weak team being beaten away from home. Mr. Wolfsberger has left amid general regret, and Messrs. Michell and McDonald will join the staff next term.

WORCESTER HIGH SCHOOL.—This school was inspected at the end of last term and the beginning of this by the Board of Education, who have sent a very encouraging report, and it is now recognized for the purpose of training teachers for secondary schools.

THE complaint is often made, and with reason, that public examiners are out of touch with the teaching of the schools in which they examine. Occasionally examiners are chosen from the body of experienced teachers, but often one hears the examiner say: "Of course, I know nothing about teaching; I do not know in the least how long it would take to prepare for this syllabus I have drawn up," and so on. Under these circumstances any opportunity of bringing examiners and teachers together must be welcomed by those who have the true interests of education at heart. A notable instance of this occurred on Saturday, March 3, when the Secretaries of the Oxford and Cambridge Schools Examination Board and the examiners appointed by the Board to consider proposed changes in the Biological Schedules for the Higher Certificate Examination met, by invitation, some of the teachers of biological subjects in schools. The proposed changes were freely discussed, and the examination authorities proved themselves willing to modify their schedules in accordance with the suggestions of the teachers present.

PRIZE COMPETITIONS.

Prizes for April have not yet been claimed. The winners are requested to send their names and addresses.

Enfant des deux races, élevé dans l'usage de deux langues, nourri dans des croyances diverses et bercé dans des préjugés contraires, le métis forme un composé aussi inexplicable aux autres qu'à lui-même. Les images du monde, lorsqu'elles viennent se réfléchir sur son cerveau grossier, ne lui apparaissent que comme un chaos inextricable dont son esprit ne saurait sortir. Fier de son origine européenne, il méprise le désert, et pourtant il aime la liberté sauvage qui y règne; il admire la civilisation et ne peut complètement se soumettre à son empire. Ses goûts sont en contradiction avec ses idées, ses opinions avec ses mœurs. Ne sachant comment se guider au jour incertain qui l'éclaire, son âme se débat péniblement dans les langes d'un doute universel: il adopte des usages opposés; il prie à deux autels; il croit au Rédempteur du monde et aux amulettes du jongleur, et il arrive au bout de sa carrière sans avoir pu débrouiller le problème obscur de son existence.

Ainsi donc, dans ce coin de terre ignoré du monde, la main de Dieu avait déjà jeté les semences de nations diverses. Déjà plusieurs races différentes, plusieurs peuples distincts se trouvent ici en présence.

Quelques membres exilés de la grande famille humaine se sont rencontrés dans l'immensité des bois. Leurs besoins sont communs: ils ont à lutter contre les bêtes de la forêt, la faim, l'inclémence des saisons. Ils sont trente à peine au milieu d'un désert, où tout se refuse à leur effort, et ils ne jettent les uns sur les autres que des regards de haine et de soupçon. La couleur de la peau, la pauvreté ou l'aisance, l'ignorance ou les lumières, ont déjà établi parmi eux des classifications indestructibles: des préjugés nationaux, des préjugés d'éducation et de naissance les divisent et les isolent.

Où trouver dans un cadre plus étroit un plus complet tableau des misères de notre nature? Il y manque cependant encore un trait.

By "W. G. M.

Offspring of two racial types, brought up from childhood to speak two languages, nurtured amongst divergent creeds, and rocked in a cradle of conflicting traditions, the half-breed is a mixture of elements as incomprehensible to others as he is to himself. When impressions of the outside world begin to impinge upon his untutored brain, they create only a hopeless state of confusion from which his mind is unable to emerge. Proud of his European descent, he despises the prairie, yet longs for the barbaric freedom that pervades it. Civilization he adores; yet he will not submit heart and soul to its sway. His tastes are at war with his ideas, his views of life with his habits. His soul struggles along painfully in the bands of a doubt that embraces everything, not knowing, in the dim light that is dawning upon it, whither to go. He adopts customs that are incongruous. He worships at two shrines. He has faith in our Redeemer, and also in the talismanic juggleries of the medicine man. He runs his span without ever solving the hidden problem of his existence.

Thus it was that the hand of God had early sown the seeds of divergent types in this plot of earth, unknown to the world, where many different races and peoples now find themselves face to face.

A few exiles from the great human race meet in the vast solitudes of the forest. Their needs are the same. They must battle with beasts of prey, with hunger, and with the vicissitudes of climate. They are scarcely thirty in all, in the midst of a wilderness where everything presents an obstacle to their exertions. The only looks they exchange are those of hatred and suspicion. Difference of colour, money and the lack of it, knowledge and ignorance have set up barriers that cannot be broken down; racial traditions, the traditions of education and birth, have separated them into classes and keep them apart.

Where can we find a more perfect miniature of human wretchedness? Yet one more touch is wanted to complete it.

We classify the 155 versions received as follows:—

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Third Class.—Reeda, Antithetic kal, Wilstub, R. de Ribou, Veritas, A.L., Zerubbabel, Dickie, Nemo, Excelsior, Alwen, Roxburgh, Netherton, Teddy, Annie Laurie, Papillon, Payerne, Cornet, Epi,

(Continued on page 348.)

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Fifth Class.—Schoolgirl, Lethbridge, Musty, Miss Jane, Devia, A.L.O., Query, Mongrel, Happy-go-lucky, Absolute, M.E.P.

The following names of competitors who sent translations for correction were inadvertently omitted in our last number :—

First Class.—W.G.M., E.M.W.

Second Class.—Judy Murphy, I.H.H., G.G.S., Abbess, Shakspeare, M.V.B., Osyth, Ezzin, Iris.

Third Class.—Parisien, Altnacaille, M.F.D., Payerne, France Albert, Rico, Best, Wilts, Eros, Epi.

Fourth Class.—H.M.W., E. M. Stephenson, Hiawatha, Water-sprite.

Fifth Class.—H.G.

Several competitors complained of the absence of context, but the name of de Tocqueville gave sufficient clue. All knew, or might have found out, that he is the author of "Democracy in America," and that, therefore, this description must concern the North American half-breed or half-caste; that "Eurasian" will not render *metis* ("mongrel") and "the half bred" are wrong for different reasons; and that "the charms of the medicine-man" is apter than "the amulets of the juggler."

Special points to be noted are: "offspring of these two races" previously mentioned. The article was generally omitted. "Forms a compound" is wooden; "is a complex nature" or "a medley." "The world's images" is hardly intelligible; "the world as reflected" is sufficient, or see prize version; *viennent* is not "happen," and need not be rendered; "struggles laboriously in the trammels of an universal doubt" is a typical Fourth- or Fifth-Class translation. "Swaddling clothes" must be kept as connoting the infant, and the article is both incorrect and superfluous. In *avait jeté, se trouvant, se sont rencontrés* there is no need to depart from the tenses of the French. "In a narrower frame" does not sound natural, rather "in a smaller compass"; and *misères* is not "misery"—"fallen human nature" is nearer.

PROBLEMS.

SOLUTION OF GEOMETRICAL PROBLEM.

As $\angle BAC$ is bisected, $\therefore \angle BAD = \angle DAC$.

$\angle ABC = \angle ADC$ (Euclid III. 27)

and

$\angle BEA = \angle ACD$ (Euclid I. 32).

\therefore The two triangles ABE and ACD are equiangular, and their sides are proportionals (Euclid VI. 4).

$AB : AD :: AC : AE$,

and, as $AB = 22$ and $AC = 15$,

$22AE = 15AD$.

But

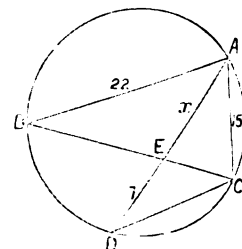
$AD = AE + 7$;

$\therefore 22AE = 15AE + (15 \times 7)$,

i.e.,

$7AE = 105$;

$\therefore AE = 15$.



The Extra Prize for March is awarded to "R. J. B." for the following arithmetical problems, of which solutions are invited :—

1. John Robinson, writing A.D. 2050, says: "My grandfather, Alfred Jones, used to remark that at midnight on the day he was born the number of days which had passed since the century began was a divisor of the number of days which the century contained. If I had not been born just a day too soon, I could have made the same observation. Alfred Jones and I were born on the same day of the week and in the same month of the year." On what days respectively were John Robinson and Alfred Jones born?

2. The odds were 2 to 1 against Peter, 4 to 1 against Paul, 7 to 1 against Grace, 9 to 1 against Vathek, 12 to 1 against Rachel, Simon, Volunteer, and Daredevil. The place betting was evens on Peter, 2 to 1 against Paul, 3 to 1 against Grace, 4 to 1 against Vathek, 5 to 1 against any other. I put a sovereign on one horse, put 10s. on another horse for a place, laid 10s. against each of two others, and bet an even 5s. that the horse which ran second would be one in the name of which the letter *e* occurs. My net winnings were £6. 5s. What was the result of the race?

(Continued on page 350.)

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These School and Teachers' Advertisements are continued from page 312.

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St. John's College, Cambridge.

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A Prize of Two Guineas is offered for the best translation of the following extract from Cicero:—

M. Atilius Regulus, cum consul iterum in Africa ex insidiis captus esset, duce Xanthippo, Lacedaemonio, imperatore autem patre Annibalis Hamilcare, iuratus missus est ad senatum, ut, nisi redditi essent Poenis captivi nobiles quidam, rediret ipse Karthaginem. Is cum Romam venisset, utilitatis speciem videbat; sed eam, ut res declarat, falsam iudicavit: quae erat talis: manere in patria, esse domi suae cum uxore, cum liberis; quam calamitatem accepisset in bello, communem fortunae bellicae iudicantem tenere consularis dignitatis gradum. Quis haec neget esse utilia? Quem censes? Magnitudo animi et fortitudo negat. Num locupletiores quaeris auctores? Harum enim est virtutum proprium nihil extimescere, omnia humana despicere, nihil, quod homini accidere possit, intolerandum putare. Itaque quid fecit? In senatum venit; mandata exposuit; sententiam ne diceret, recusavit; quamdiu iure iurando hostium teneretur, non esse se senatorem. Atque illud etiam—o stultum hominem, dixerit quispiam, et repugnantem utilitati suae!—reddi captivos negavit esse utile: illos enim adolescentes esse et bonos duces; se iam confectum senectute. Cuius cum valuisse auctoritas, captivi retenti sunt; ipse Karthaginem rediit neque eum caritas patriae retinuit nec suorum. Neque vero tum ignorabat se ad crudelissimum hostem et ad exquisita supplicia proficisci; sed ius iurandum conservandum putabat. Itaque tum, cum vigilando necabatur, erat in meliore causa, quam si domo senex captivus, periturus consularis remansisset. "At stulte, qui non modo non censuerit captivos remittendo, verum etiam dissuaserit." Quomodo stulte? etiamne, si rei publicae conducebat? Potest autem, quod inutile rei publicae sit, id cuiquam civi utile esse? Pervertunt homines ea, quae sunt fundamenta naturae, cum utilitatem ab honestate seiungunt. Omnes enim expetimus utilitatem ad eamque rapimus nec facere aliter ullo modo possumus. Nam quis est, qui utilia fugiat? aut quis potius, qui ea non studiosissime persequatur? Sed, quia nusquam possumus nisi in laude, decore, honestate utilia reperire, propterea illa et prima et summa habemus; utilitatis nomen non tam splendidum quam necessarium ducimus.

An Extra Prize (or Prizes) of Two Guineas is offered for the best forecast of the Education Act—i.e., of the amendments to the Bill that will be passed.

Initials or a nom de guerre must be adopted by ALL com-

petitors, but the prize-winners will be required to send real names for publication.

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All competitions must reach the Office by May 16th, addressed "Prize Editor, THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

THE PROTECTION OF CHILDREN.—The Faculty of Social Science of the University of Zürich has organized a prize scheme bearing on the protection of ill used children. The sum of 4,000 francs—roughly, £160—is offered in prizes (at most three) for essays in English, German, French, or Italian on the following subjects treated separately:—(i.) The ill treatment of children by parents and others; the cause, nature, prevention, and repression of such treatment. (ii.) The over-working and exploiting of children by parents and others; preventive and repressive measures. The arguments must be dealt with in relation to conditions prevailing in some one country—preferably, but not necessarily, Switzerland. The remedies must be suggested with a view to a possible combination between public authorities and private persons. July 1, 1906, is the date limit fixed by the Director of the Faculty for receiving the essays, which should bear a motto duplicated on a sealed envelope containing the name and address of the writer. The prize essays will remain the property of the Faculty, together with the rights of publication.

THE case of Stackemann v. Paton, decided in the High Court last month, is of some interest to proprietors of schools. The plaintiffs, who represented the Photographic Tourist Association, brought an action against the proprietor of Paton's "List of Schools and Teachers" for infringement of copyright. Mr. Justice Farwell decided that, if a photograph is made and executed for a good or a valuable consideration—in plain English, is paid for—the maker or executor cannot retain the copyright in his work unless it is expressly reserved by agreement in writing. If the principal of a school has a photograph of the buildings taken and pays for it, it would be monstrous that he should be debarred from reproducing it in an advertisement.

These School and Teachers' Advertisements are continued from page 249.

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TO SCHOOL PROPRIETORS AND INSTITUTIONS.—To be Let or Freehold Sold, extensive SCHOOL PREMISES, situated on high ground at Battle, Sussex, standing back from the road in nearly two acres of grounds. Station 10 minutes, Hastings 6 miles. Gas and hot water throughout. About £800 recently expended on premises, including new drains. 21 rooms, including dormitory 42½ ft. by 29 ft., chapel 30 ft. by 16 ft., dining-room 32 ft. by 16½ ft., besides kitchens, larders, &c., and large fitted lavatories. Detached schoolroom in garden, 45 ft. by 25 ft., communicating by corridor with main building. Bathroom, electric bells, 2 staircases. Price freehold £3,000, rent £170. Usual commission paid Agent introducing Tenant or Purchaser to whom a sale or letting of the premises is actually completed. Further particulars, photograph, and plan of ground from Messrs. LEATHLEY & WILLES, 59 Lincoln's Inn Fields, London, W.C.

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THE PLACE OF LYRIC POETRY IN THE TEACHING OF ENGLISH LITERATURE.

ONE of the chief objects at which the teacher of English literature must aim is to enable his pupils, by the time they have reached a certain stage in the curriculum, rightly to appreciate as works of art, involving artistic structure and design, those writings that form the object of their study. Whatever be the particular class of literature that for the time being may constitute the object of study, be it poem or play, biography or essay or novel, during the later stages of the literature course, the pupils will be required at suitable times to direct their attention to the artistic structure of the work in question: so that, after having read and considered it, they may be able to perceive it as a whole made up of parts skilfully arranged in such a manner as to produce the general effect at which the writer has aimed. The importance of studying literature from this point of view is well expressed by Mr. Walter Pater, in his essay on "Style,"* as follows:—"In literary as in all other art structure is all-important, felt, or painfully missed, everywhere—that architectural conception of work which foresees the end in the beginning and never loses sight of it, and in every part is conscious of all the rest, till the last sentence does but, with undiminished vigour, unfold and justify the first."

It may be claimed as one of the advantages appertaining to the study of lyric poetry in schools that through it as medium, more easily than through any other literary form, the importance of the element of structure in literature may be taught. The first lesson the pupil has to learn regarding structure is that a work of literary art should be pervaded by a certain unity: underlying all its details there must be implicitly present a central unity of feeling or thought and a corresponding harmony of atmosphere. It is the merit of a lyric poem, in this connexion, as compared with other forms of literature, that in it the reader may more easily perceive the central unity of its theme. This advantage lyrical poetry possesses, in the first place, because it is, compared with other literary forms, brief in its expression, and is less overlaid with details; and, secondly, because from its essential nature, it aims at impressing on the reader's consciousness some single vivid idea or emotion—thus we find Mr. Palgrave remarking in his preface to "The Golden Treasury" (First Series) that "'lyrical' has been here held essentially to imply that each poem shall turn on some single thought, feeling, or situation." It is true, of course, that in every work of literary art, whatever be its kind, there must be amid a varying multiplicity of detail an underlying unity; and just in proportion as the perusal of the whole work produces this effect of unity is the work great as a product of art. Hence, in the higher stages of literature teaching, in all cases the structure of the literary works that are read will form an object of study. For example, it will be a valuable exercise for pupils who are reading a play of Shakespeare to trace the unity of plan, and the progressive development of that unity, throughout the play. Such an exercise, however, in the case of a drama will be a task of much greater difficulty and complexity than is involved in examining the structure of a lyric poem. To illustrate this point we cannot do better than quote again from Mr. Pater, who, in his essay on "Shakespeare's English Kings" (*ibid.*), remarks that lyric poetry, "in spite of complex structure, often preserves the unity of a single passionate ejaculation"; whereas, in dramatic poetry, "especially to the reader, as distinguished from the spectator assisting at a theatrical performance, there must always be a sense of the effort necessary to keep the various parts from flying asunder, a sense of imperfect continuity." Mr. Pater is here speaking of the difficulty which the adult reader finds in preserving the sense of unity amid the multiplicity of detail of a drama; and for the schoolboy the difficulty is much greater. This will be admitted at once by every teacher who, in company with his pupils, has traced the gradual development of the plot through one of Shakespeare's plays. The same difficulty, though in a lesser degree, will be met in the class-reading of a novel. It is only when we come to the lyric that the study of structure can be effectively carried on with an appreciably less degree of effort; and the reason is that here we have a form of literature the content of which may at one reading be grasped as a whole and included in one view. In a

* "Appreciations: with an Essay on Style." (Macmillan.)

short space of time, in the course of a single lesson, a complete product of literary art may be studied and the interrelation of its different parts clearly shown. It may be claimed, then, for lyric poetry that it is a form of literature peculiarly well adapted as an instrument for first introducing the pupil to the study of structure and its importance as an element in literary art.

So far we have been speaking of structure exclusively in its relation to the subject-matter of literature, in its signification as thought structure. It is impossible, however, in considering any work of art, to make an absolute separation between the subject-matter expressed and the manner of its expression. And in lyric poetry this is pre-eminently the case. The characteristic of a lyric is that in it not only the matter—the particular feeling or idea expressed, but also the manner—the mode of combination of words and phrases and sentences, the metrical structure, the sound and cadence of the verse, should proceed directly and intimately from the personality of the author: in it there should be a complete fusion between the writer's personality and his subject alike on the side of its matter and of its manner, each of which is to be regarded as but an aspect of the other. For this reason the relations that subsist between these two sides of literary art, the matter and the manner, are more intimate, and may be more easily demonstrated, in the case of a lyric poem than in any other poetic form. As lyric poetry is now, on the side of its subject-matter, an instrument of many strings, expressive of all kinds of sentiment and thought, such an instrument is it too in the variety of its modes of expression: corresponding with the variety of the themes that it sounds there is a similar variety of metre and movement. Than lyric poetry, therefore, as represented in any of the many good anthologies now available the teacher will find no better medium for impressing upon the pupil a sense of the intimate relation that subsists in literature between the matter expressed and the manner of its expression: for instance, in the reading of an anthology there will occur innumerable opportunities for explaining such points as the use and value in poetry as formal aids to the expression of the subject-matter, of assonance, of onomatopœia, of alliteration, or the characteristic effects that are produced in particular poems by the employment of certain metres, and in a single poem by variations of metre within itself. And in drawing attention to these points the teacher will frequently employ the method of comparison. Obvious differences in theme between two or more lyrics will lead to the observation of corresponding differences in sound and metre and movement, and the number of lyrics that may be studied within a short time makes possible a wide comparison of different types.

The reference that has just been made to the comparative method leads naturally to the consideration of a further point that defines the distinctive place of lyric poetry in the teaching of English literature. Lyric poems may be compared not only individually with one another, from the standpoint of their matter and of their manner, but also as falling into certain groups according to the periods in which they were written. The use of an anthology as a text-book ought to help us in our teaching of the history of literature. In the course of three or four terms' work an adequate selection of lyrics ranging from the Elizabethan period to our own, written by many different authors, and showing a wide variety of style, may be read—affording opportunities for the study of biographical and critical details concerning the authors, and for drawing comparisons between the different tendencies that have marked our literature at different epochs of its development. The usefulness of the anthology in this respect is suggested by Mr. Palgrave in his preface to "The Golden Treasury" (First Series), where he tells us that "the poems have been distributed into Books corresponding (1) to the ninety years closing about 1616, (2) thence to 1700, (3) to 1800, (4) to the half century just ended. Or, looking at the poets who more or less give each portion its distinctive character, they might be called the Books of Shakespeare, Milton, Gray, and Wordsworth. The volume in this respect, so far as the limitations of its range allow, accurately reflects the natural growth and evolution of our Poetry." We have only to read Mr. Palgrave's short but highly suggestive "Summaries" to perceive how easily the study of lyric poetry allies itself to the historical study of our literature.

But against this plan of using an anthology as a means of correlating the teaching of literature with the teaching of literary history the objection may be urged that the chrono-

logical order in which the poems are given and the degree of difficulty which they present to the pupil do not correspond.

In reply to this objection, it may be admitted at once that, if an anthology is used as a means of illustrating the historical development of our literature, the poems that it includes must be read in chronological order; and it may be admitted, too, that in "The Golden Treasury," for example, many of the lyrics given in the first part of the book are just those that are likely to present most difficulties to young pupils. Nevertheless, even in the First Book of the "Treasury" there will be found many simple lyrics which may be understood and rightly appreciated by young pupils—such poems as Nos. 5, 15, 24, 27, 34, 42, 46, 47, 50, 51, 54. The teacher who uses "The Golden Treasury" as a text-book may use his discretion in selecting from each Book poems adapted to the age of his pupils; and, still preserving the chronological order, he may, if he will, combine the reading of the selected poems with the teaching of literary history. In a second review of the book the more difficult numbers may be read, and the correlated teaching of literary history will be elaborated.

As a further reply to the objection under consideration, it may be added that there are certain anthologies which, while preserving the arrangement in chronological order, yet give only such poems as are suitable for young readers. Such an anthology is the "Lyra Heroica," edited by the late Mr. W. E. Henley. Another similar collection (which includes within its scope, however, poems other than those purely lyrical) is to be found in the "English Poetry for the Young," edited by Mr. S. E. Winbolt. This latter volume the writer has used with classes of boys of the average age of thirteen or fourteen, and through it has correlated quite effectively the reading of poetry with the teaching of literary history. On the other hand, with a class of pupil-teachers of the average age of seventeen or eighteen the writer has used "The Golden Treasury" as a text-book, taking the poems in the order in which they are given: and the results have been equally satisfactory.

Such are the chief considerations that seem to justify the claim that at a certain stage of the curriculum lyric poetry possesses a distinctive value as a medium for the teaching of English literature; and these considerations determine the particular methods that should be employed in using an anthology in class. In the remainder of this article it is proposed to describe briefly a method that may be used in the treatment of individual lyric poems. As the lessons described deal with individual poems, the general question of correlating the teaching with instruction in literary history will not be considered.

The writer has selected for the purposes of illustration two lyrics that he has recently read with one of his classes. As an example of the method applied to the study of a short and simple poem, the unity of which is overlaid by little or no detail, take the case of a lesson dealing with Tennyson's "Bugle Song" in "The Princess."

The teacher begins by calling upon one or two members of the class to read the poem aloud. He then asks: "What is the subject, the main theme, of this lyric?" The pupils are required to give particular lines in support of their answers. The main theme, it is concluded, is the effect produced on a lover and his mistress by the echoing sounds of a bugle; the poem may be classed as a love lyric.

"In order that we may understand this more clearly," continues the teacher, "we shall read the poem again." The explanations that have just been given are such as will concentrate the pupils' attention, in this re-reading, upon the essential subject-matter of the poem.

The pupils now proceed, under the teacher's guidance, to trace in detail, verse by verse, the development of the main idea. The poem is written in three verses. The first conveys to us ideas of the place and time that are involved. The imagery of the first part of the verse is expressed in terms of the sense of sight. The last lines sound the main theme of the poem. In the second verse this keynote is further elaborated. Here the imagery is expressed in terms of the sense of hearing. The verse expresses the sound effects of the echoes as they gradually recede, until at length, coming faintly from afar, they are like thin clear notes blown from fairy bugles. In the third verse the poet passes from the effects produced upon the outer senses, and suggests the more intimate feelings of the two listeners; the echoes faint and die, but always soul will speak to soul.

The poem having been thus read and explained verse by verse, it is re-read as a whole, after which the teacher may ask the pupils to supply such epithets as seem to them to describe appropriately the mood in which it is written—adjectives such as “tender” and “dreamy” and “fanciful” suggest themselves. The attention of the class is then directed to the more formal aspects of the poem. Its movement is light and graceful, and the music is characterized by grace and delicacy. Alliteration occurs in “snowy summits,” “the long light shakes across the lakes,” &c. The metre is chiefly iambic, but there is a variation in the last two lines of each stanza. What is the effect produced by this variation? Are there any imitative sounds in the poem? Show how the formal characteristics that have been mentioned are in harmony with, and aid in the expression of, the main theme and the mood of the lyric.

To illustrate further the application of this method to longer and more complex varieties of lyric poetry, let us now suppose a class to be studying Tennyson's “Ode on the Death of the Duke of Wellington.” Here, as before, the teacher's first object is to secure that the pupils should discover for themselves the main theme. The poem is therefore read as a whole (either at home or in class) and the subject is briefly stated.

The mode in which the general theme is developed through all the particular details has next to be studied. The subject may be said to unfold itself in two main aspects. In the first place, there is a gradual evolution of the theme from the standpoint of “local colour”—the categories of “here” and “now”; there runs throughout the poem a vein of sensuous imagery suggestive of place and time—the thronged streets of London, the booming of the cannon, the wail of the organ, the tears of the crowd, the last rites. In the second place, there is a gradual evolution of the theme regarded from a less sensuous and more purely intellectual standpoint; the poet celebrates the Duke's achievements as a military leader, his high character as a patriot and a man, and the greatness of his soul. The poem may be divided structurally into four sections, each of which marks a development in these two aspects of its main theme. Stanzas 1 to 4 suggest to the reader the funeral procession passing through the crowded streets, and refer in general terms to the Duke's high character and great deeds. Stanza 5 suggests the arrival of the procession at St. Paul's, “under the cross of gold that shines over city and river,” and introduces the subject of Wellington's greatness as a soldier. Stanzas 6 to 8 suggest (by allusion only) the interior of the Cathedral, and elaborate the previously introduced theme of Wellington's military genius. The last stanza suggests the closing scene “ashes to ashes, dust to dust,” and concludes with a reference to the life beyond.

After the first general reading and statement of the subject-matter, the poem will be re-read in sections as above, a pause being made at the end of each section to enable the pupils to trace in it the development of the theme in its two aspects. The attention of the class will be called specially to certain passages in which the two threads that run through the poem are seen to be connected with one another, as to the lines—

And the volleying cannon thunder his loss.
He knew their voices of old,

where, by a natural transition, the poet passes from the present place and time to the celebration of the Duke's great achievements on the battlefield. Again, in stanza 6, the allusive manner in which the interior of the Cathedral is suggested is worthy of note.

When, by such help as is above indicated the structure of the “Ode” has taken shape, and its content has been enriched to fulness in the pupils' minds, the poem will then be treated from the formal point of view; and here considerable use may be made of the comparative method. If the “Bugle Song” has been read immediately before the “Ode,” the teacher may ask for a comparison between the moods in which the two poems respectively are written. While the mood of the former was characterized as “tender” and “dreamy,” that of the latter might be described as “earnest,” “exalted,” and “spiritual”; and, corresponding with this difference in mood, there are differences in the metrical features of the poems. The metre of the ode is more complex and irregular than that of the song. Its movement is not “light” and “graceful,” but “dignified” and “solemn.” The frequent recurrence of long vowels, the use of assonance, the repetition of words and phrases will also

be noted: and it will be shown how these characteristics are in harmony with the main theme and the mood of the poem: here, as always in the study of poetry, such formal or metrical characteristics will be studied not as being in abstract separation from, but as being vitally connected with, the main subject-matter that is expressed.

W. MACPHERSON.

THE HERR DIRECTOR'S VISIT.

WE had been students together at Bonn. That was fourteen years ago. At the bright and aristocratic little University town on the Rhine he was then finishing a University course which had included residence at Berlin, at Leipzig, and at Göttingen, and I was having a delightful year, learning German by means of lectures at the University and the kindly and generous help of my student friends, who talked with me and corrected me all the day, and drank with me and corrected me half the night. And in the *Kneipe* I learned as much as in the lecture-room—perhaps more. It must have been dull work for those young Germans listening to my halting phrase in our discussions on English schools and education and games and drilling and on rival armies and navies; but we were all young and full of life and high spirits, and they politely concealed their feelings if they were hurt, and were always ready to accompany me on the long tramps which we had in place of football and cricket. And what a district for tramps! The Seven Mountains and Godesberg, and the Laacher See. And all that was fourteen years ago. And now that splendid *Burschen Leben* had given place to the humdrum life of a schoolmaster. We had not met since we parted at the little festival after he had blossomed into a Herr Doctor. He was now the Herr Director of a modern school (a *Realschule*, or is it by now an *Oberrealschule*?).

At last he had promised to come and see me. It was his first visit to England, his first visit to an English school. I was very anxious to know how our school would impress him. What would a German head master think of a Welsh dual school? A keen, thorough German pedagogue, how would our discipline strike him? And what would he think of our mixed staff, boys and girls in the same classes, the comparative liberty of our curriculum, our examination system, our games? I knew something of German schools from the reports of our Education Intelligence Department, and something from visits to schools in the Rhineland; but I felt I could hazard but a very vague guess as to what my Herr Director's impressions and opinions would be, what features would win his approval, and what things he would either condemn or politely wonder at.

Our school day began at nine, by which time the German schoolmaster has an hour's work accomplished. I hardly expected him to come to “prayers”; but he declined my suggestion that he should wait in my private room till the lessons began, and joined the staff on the platform. The keen, spectacled face, fair hair brushed back *en brosse*, the elaborate bow when introduced to my colleagues, aroused the pupils' attention and showed we had a foreigner amongst us. As to our “Prayers,” they did not greatly differ from the form in Germany; but there it is a weekly, and not a daily, function.

A history lesson came first. It led us to an interesting discussion. German schoolmasters are expected to inculcate monarchical principles, and the history lessons should teach reverence for kings. The royal virtues must be proclaimed, and, I suppose, the royal weaknesses concealed. Out of respect for the Lord's anointed such a poor specimen as our King John would be whitewashed. But this monotonous picture of kings uniformly good brings inconveniences to the teacher. It is necessary in describing the work of a great king to show, for example, how he introduced order where formerly was chaos. Now it is excellent to magnify the work of the good king, but it is necessary to explain that the chaos was caused by another king, and the German schoolmaster must beware lest in faithfully depicting the misrule of a German monarch he fail to develop the monarchical sentiments of his pupils. It was a Belgian schoolmaster who once explained to me how the respect for kings and patriotism was to be instilled in the hearts of Belgians. The State demands it. The little Belgian must

admire the Belgian army? To admire the army he must remember its glorious achievements, and so I learnt that the Belgians covered themselves with glory at Waterloo (and everywhere else, while it was the English who galloped off the field at the commencement of the battle. Historical accuracy must be sacrificed when the history lesson is to be an instrument for teaching lofty principles like patriotism.

Our playing field and tennis lawn aroused his admiration. For manual instruction and our wood workshop he evinced no enthusiasm. German schoolmasters had once shown some zeal for Sloyd, "aber das hat sich nicht gehalten." Our physical and chemical laboratories left him cold. "You begin science too early," he said, "and spend too much. £100 a year covers all that a German school would spend on science materials." But on pupils' and teachers' libraries they spend far more than we do.

The curriculum would, I feared, arouse his cheerful contempt: there were so much chopping and changing, such confusing alternatives between Latin and extra English, so many devices to enable different classes to use the laboratories at different times. Our time-table was as confusing as Bradshaw's, while in German schools the whole curriculum was so beautifully definite. Each type of school had its curriculum drawn up by experts, and all was so fixed, so definite. But, no: my Director had had enough system and uniformity, he pined for greater freedom and a more elastic curriculum; he desired for the schoolmaster power to say whether a pupil should do three languages or two. The burden easily borne by a bright pupil is for another too heavy. A. can do six subjects in the year; B. can only do four. If he tries six, he fails; he has to repeat or "double" the year, and finally abandons school in despair. Nor did I find him a severe critic of our discipline. It was not of the type to appeal to a Prussian corporal; but he found it admirable. The free intercourse between staff and pupils delighted him. In Germany the schoolmaster has something of the judge: he discharges functions which in England belong to the examiner, and the relationship reveals itself in the discipline. In England schoolmaster and pupil are allies against the examiner: he is the enemy against whom master and boy make common cause. But is it not rather our games which produce the friendly relationship existing in English schools?

We discussed the vexed topic of corporal punishment: this had lately been a burning question in at least one Welsh county. The assistant teachers in the elementary schools asserted successfully their right to inflict corporal punishment themselves, the Education Committee wishing to reserve the power to the head teachers. In the discussions, of which our newspapers were full, Germany was frequently referred to. Corporal punishment was barbarous, and no German schoolmaster ever resorted to this outrageous and demoralizing system. But my Director was highly amused when he heard that there was no corporal punishment in Germany. "Why, we say there is no corporal punishment in England. You treat the English boy as a gentleman, and he responds to the treatment by behaving as a gentleman." "But, surely," I said, "corporal punishment is not permitted in German schools?" "Oh, no! it is not permitted; but it is very common indeed. Dueling is not permitted in Germany; but it occurs. And parents are not very anxious to complain; for the German schoolmaster has great power in influencing a boy's school career, and, indeed, sometimes his subsequent career." "But, surely," I said, "in the elementary schools there is no corporal punishment?" "Ach, du lieber Gott, in den Elementarschulen wird fürchterlich gehauen."

The French and Germans often twit us with our hypocrisy and with our prudery, which has gone so far, I was once told in Bonn, that in good English society trousers are always referred to as "unmentionables." In our singing lesson, however, I learnt that it is not the English alone who can err on the side of "delicacy." Our song-book contains translations of many German *Volkslieder*. German drinking songs our pupils sing with innocent delight (their parents are frequently staunch teetotallers); but these songs would not be tolerated in a German school. In one verse of a German *Volkslied* a little bird brings to a maiden a note from her lover. This was altered for the German school; in the bowdlerized version the little bird brings the maiden a note from her mother.

Our examination system excited horror. "What! Questions set by a stranger who knows nothing of the teaching?"—

"Papers packed up and despatched to a stranger; the schoolmaster never to see them after they were corrected and marked; the teacher to have no opportunity of expressing a judgment upon the examiner? Are examiners, then, infallible?" I admitted that they not infrequently proved that they were very fallible. "The remedy?" I assured him there was no remedy, but that the examiner would probably not make the same mistake next time. "Gott im Himmel! we should appeal to the Minister." Appeal to Mr. Birrell against a paper set in an examination! "And you, in free England, have such a system as this! But why do you trust the examiner?" "Well," I replied weakly, "we must trust some one." "In Germany we trust the schoolmaster." Who would in England?

The methods of appointing head masters in England and Germany afforded an interesting contrast. To the German Director our system seems lacking in respect for the dignity of the schoolmaster. The selected half-dozen wait in an ante-room (like servants—*Hausknechte*), and are called in for a ten-minutes interview; and what can the governors know of a man in ten minutes—a man who has to answer trivial questions by incompetent questioners? The German procedure is much more elaborate. The short list having been made, those selected are informed by letter, and requested to call at their convenience on the several electors. The applicant, having fixed a convenient day, proceeds to visit the various members of the committee at their houses. He is ceremoniously attired—i.e., in evening dress. A cab conveys him from house to house, and in these private interviews much fuller knowledge of the candidate is acquired than in the few minutes during which the Englishman faces some twenty people seated round a table. The result is conveyed to each applicant by letter.

The appointment of assistants is a very serious matter in a country where tenure is absolutely secure. In many schools the head has practically the appointment of the staff in his hands. Dismissal is almost impossible. In spite of gross incompetence and a life of dubious respectability, the German assistant master is securely embedded in his post. It would seem to be as difficult to evict him as to remove a clergyman from his benefice in England. In making an appointment the German director is not content with academic records, testimonials, or interviews. He hears the teacher give a lesson. By means of the system of *Hospitiren* he is able to visit the school where the applicant is engaged and to hear him teach. Permission to hear a lesson in these circumstances is never refused. As to salaries, assistants fare better in Germany, head masters worse, than in England.

For our system of educating pupil-teachers in county schools he had nothing but praise. Some such method might be introduced into Germany by the free cities of Lübeck, Altona, and Hamburg, where there is more liberty in scholastic matters than in Prussia, and where there is greater scope for educational experiments. Many pupils from *Realschulen* become elementary teachers. Before passing to their course at the normal school they go to a sort of training school, where they are re-taught many subjects which they have already studied in the *Realschulen*. We are not unfamiliar here with a certain distrust entertained by many elementary teachers as to the teaching capacity of their colleagues in the secondary schools. This distrust is equally strong in Germany, and equally unfounded. Pupils should certainly remain at the German secondary school till they go to the normal school. The gulf between the elementary school on the one hand and the secondary school and the Universities on the other hand is greater in Germany than in England. German teachers will watch with interest all attempts to develop the training of the elementary teachers in the secondary schools.

Dual schools are, of course, unknown in Germany. In some small towns there are elementary schools in which boys and girls are taught together, and there is a tendency to follow England and America in the matter of co-education. Some Germans are enthusiastically in favour of dual secondary schools in the smaller towns, and our experiences are watched with considerable interest. There is, at any rate, small trace of the horror which co-education seems to arouse in the breasts of many French and Belgian teachers.

With characteristic German thoroughness, my Herr Director loaded himself with reports, school magazines, prospectuses, plans of work with which to amplify and correct his impressions

gained from personal observation. It was consoling to know that, while there was much in our school that puzzled him, there was also much that he heartily admired, and, not least, the tone, the moral atmosphere of the school, the spontaneity and initiative which he professed to observe everywhere. And, if our schools are very different, it is not surprising, since he was continually finding remarkable differences in our manners and institutions. One experience will bear repeating. We had made a little expedition by train. When we returned I learned that I had in a short time committed three offences each of which would have laid me open to a fine in Germany. I had got out of the train while in motion, I had kept my hand on the carriage door of the moving train and walked along by the side of the train while I talked to a friend, and I had crossed the line without permission.

The German State watches over its citizens with the care of a nervous grandmother. The Englishman must look out for himself. The English boy enjoys much greater freedom than the German boy. "Perhaps your pupils," said my friend, "do not know as much as ours; perhaps they are not so ready to try and learn foreign tongues, nor so eager to acquire the knowledge which the school prescribes for them. They have not the enormous incentive which our pupils have, since an extra year in the army is the fate of the German boy who has not satisfied the school demands. But your English boys have more initiative than our German boys. All over the world Englishmen are at the head of great businesses largely staffed by Germans. The German system equips the boy to occupy efficiently a subordinate position. The German is too docile, too ready to accept the second place. You have something to learn from us, but we have a great deal to learn from you. Your English pupils are not worse educated than ours: they are differently educated." ("Sie sind nicht schlechter gebildet: sie sind anders gebildet.") T. R. DAWES.

AVENCHES (AVENTICUM).

AN odd sensation, compounded of sharp contrasts, to be deposited at a modern railway station, however small, within the walls of a Roman town! The train enters the *enceinte* of the walls of Aventicum at their north-west corner, and for a minute or two, as it draws up ponderously after the manner of Swiss trains, skirts the crumbling ramparts that once guarded the northern side of the town. The mere sight of these without other warning from signboard or porter is enough to make the traveller for Avenches aware that he has reached his destination. They bear so unmistakably the massive imprint of Rome.

A bitter north-east wind was blowing in our faces as we looked down the somewhat melancholy plain of Broie towards the scarce seen lake of Morat—a wind which, before the day was out, in spite of the near approach of April, pelted us with stinging showers of snow. It prisoned us, as we turned our faces to the south and breasted the hill on which is huddled the modern, or rather mediæval, town. I see that the preface of the excellent guide published by L'Association pro Aventico recommends the later spring for a visit because of the suggested contrast between the renewal of Nature in green leaf and flower and the lifeless ruins of the old town. But these are adventitious aids to the imagination which the easterly winds and grey sky of March sternly denied us. We had to be content with bare stones and their appeal to historical associations.

A conscientious traveller who makes a point of consulting his authorities before his visit could in a quarter of an hour learn all that ancient history has to say of a city once so important from its size and position. Some notices in Caesar's "Commentaries" (which do not really concern the Romano-Helvetian town), two chapters in the first book of the "Histories" of Tacitus, and a sentence in Ammianus Marcellinus—the rest is silence and conjecture.

Caesar tells us that it was one of the twelve towns, or town-villages, which he encouraged the Helvetians to rebuild after he had frustrated their attempted emigration *en masse* at Bibracte—so that its history may be said to date from this event. Between this and the references of Tacitus intervenes

a century only faintly illumined by dug-up coins. In the year 69 A.D.—the terrible year of the three Emperors—Aventicum, so Tacitus tells us, came very near to destruction. The Helvetians became embroiled with the XXI. Legion, stationed at Vindonissa, who were partisans of Vitellius, and were easily defeated by them and Caecina at the head of his troops from Germany. The unfortunate city of Aventicum was menaced with the horrors of pillage, but Caecina contented himself with putting to death a ringleader—Julius Alpinulus—and left the fate of the city and its inhabitants in the hands of Vitellius, who, swayed by the eloquence of one of its citizens, decided that it should be spared.

The fossil history of the ground proves that in the period which followed under the Flavian Emperors Aventicum reached the zenith of her prosperity. But in 265 A.D. the fierce Alamanni broke through the line of Roman defence and descended upon Helvetia. After a comparatively short respite a second invasion swept through the country in 354, doing its work of pillage and destruction so thoroughly that Ammianus Marcellinus, the historian, who travelled through these parts a few years afterwards, sums up the past and present history of Aventicum in the melancholy lines: "desertam quidem civitatem, sed non ignobilem quondam ut aedificia semirutata nunc quoque demonstrent."

These are all the documentary facts that history has to teach; and it may be said at once that Avenches offers a splendid field for the conjectural historian or archæologist. The certainties are few—the walls (about half of the *enceinte* remains), the eastern gate, the one surviving tower which watches over this gate, the amphitheatre, the theatre, and, of course, most of the objects contained in the Museum. Ample scope for further investigation is given by the doubts that hang over the position and limits of the Forum, the site of the public baths, the foundations of the temples, the probable size of the population, and, among many other questions, by the especial mystery that clings to the Cicognier—that solitary pilaster that stands upon what is deemed the threshold of the Forum.

By a lone wall a lonelier column rears
A grey and grief worn aspect of old days—
'Tis the last remnant of the wreck of years.

We took the precaution first to ascertain the hour of lunch at the Hôtel de Ville, and then walked down the street to look into the hollow of the amphitheatre which lies just below. Though Nature has re clothed in green the arena and the slopes which once contained the spectators, and, though fruit trees are dotted here and there, it is impossible not at once to recognize the artificial character of the central depression and of the elliptical shape of the whole. Of masonry there is practically nothing left. The marble and stone seats, the massive arches and substructures and walls formed a tempting stone quarry for many generations. The archway at the eastern end by which the gladiators entered looks ancient from the opposite side (more than 340 feet away), but is really modern, except in material, though it leads into a vaulted chamber which is said to contain evidence of Roman masonry. Ten or twelve thousand spectators might easily have mustered in the vanished seats: for at a dramatic representation in 1894, dealing with the legendary Julia Alpinula, an audience of six thousand filled seats erected on only half the slopes.

The ugly walls of the Museum look down into the amphitheatre on its eastern side. Naturally we took this in our course, the keen wind not allowing us to linger on the terrace on which it is built, whence the wandering eye can take in the distant lake of Morat, and the tracery of the walls. The three rooms of the Museum contain in their ill-lighted cases much of great interest—mosaics, *amphorae*, pottery, lamps, statuettes, rings, keys, &c.—the flotsam and jetsam of the once busy household life of Aventicum—and some few articles of absorbing interest like the votive hand with its curious appeal to four divinities, two of the West and two of the East. But the mind cannot go on jumping from article to article, all detached from their vital surroundings, without feeling after a time the lassitude peculiar to museums. The hour of *déjeuner* happily provided for us a not wholly unwelcome break.

A short sharp walk takes one down from the terrace of the Museum to the upheaped earth and masonry which marks the site of the theatre. Here we can tread on solid facts. Modern masonry has been called in to outline and to raise the traces of

foundation work, so that on the lower level the semicircle of the *podium* and *orchestra*, the *postscænium* and small rooms adjoining stand prominently above the surface of the soil. The *auditorium* rises pretty sheer above the *podium*, almost too sheer for the visitor to climb without a helping hand. The *cunei* into which it was divided are fairly easy to make out, except on the south-west side, where the commune conducted some bewildering and "brutal" excavations in 1846 for the sake of finding work for some "unemployed" of that date. This theatre is unique in one respect, that it has in the *podium* a sort of small vaulted cave or grotto (discovered in 1901) just opposite the centre of the stage. It may have formed a support to a special box or tribune allotted to some high functionary : but this is conjecture only.

Another walk, less short, leads uphill to the excavated eastern gate and the one surviving tower—the Tornallaz. The last survivor of probably sixty to eighty brethren as massive as itself, it turns a threatening front to the invader from central or eastern Helvetia, and must have witnessed the desperate resistance of the legionaries of Rome against the fierce Alamanni. To preserve it the hand of the restorer has worked so cunningly that it is difficult to distinguish the work of the ancient and modern mason. Seen from the distance, it looks for all the world like the four-square tower of some English country church. About a hundred feet away lie the remains of the eastern gate, whose foundations, discovered beneath the soil, have been raised by the Pro-Aventico Association to a height of 3 or 4 feet above it, so as to give the visitor a very fair idea of its massive proportions. Compared with the well known Herculaneum Gate at Pompeii, it has the advantage of more than 16 feet in breadth, while its position on the summit of a considerable slope added to its strength and picturesqueness.

A question of more than archaeological importance soon suggests itself as we turn round and survey the fields beneath us which have only partly yielded up their secrets. What has Aventicum to say of early Christianity? It is only natural to expect something from a city that was contemporaneous with the first three and a half centuries of our religion. The answer is somewhat disappointing. One authentic piece of evidence, and one only, has emerged from the ground. In digging the foundations of a condensed milk manufactory in 1872 the workmen came across the fragments of a coffin, close to which lay a jawbone and some trinkets that had once belonged to a young girl. With them were two glass goblets, on one of which the words "VIVAS IN DEO" were distinctly legible, and on the other the first two or three letters of *Ιησους*—on both of them was engraved a rough representation of a palm. The catacombs of Rome prove the fact that these were the Christian formula *par excellence* belonging to the middle of the third century. It was hoped that this was the prelude to the discovery of a Christian cemetery, but it still remains the only evidence of the existence of Christianity at Aventicum.

Intensely interesting as a visit to Avenches is, one must not expect to find the almost giddy contrasts between past and present that are experienced at Pompeii. At Pompeii the visitor suddenly divests himself of eighteen centuries when he enters the gate of the ancient town. He passes from street to street, from house to house, so obsessed by the eerie reality of the place that he almost expects to find in some chance Italian guide whom he may meet round the corner a Pompeian revisiting his ancient haunts. At Avenches, as at Silchester, there is need of the archaeological knowledge and imagination that from foundations or substructures or crumbling walls can reconstruct the vision of ordered edifices. But for that very reason the field for the archaeologist, especially for one who has ample money at his command, is a large one. Excavations proceed slowly and intermittently for want of cash, and the soil, once examined, reverts to the production of grass, wheat, and tobacco. Nature and the Swiss farmer have other things to think of.

H. R. WOOLRYCH.

"THERE is a fair prospect that after another ten years have elapsed no master will be appointed to a large school who is not acquainted with what the best minds have thought upon the occupation of his life, and who has not undergone a formal apprenticeship for his work."
—Mr. Oscar Browning, paper read before the Royal Institution, January 1, 1878.

SCHOOL AGENCIES AND THE SCHOOL WORLD.

MR. FRED CHARLES, in the *School World*, runs a tilt against school agencies. These are of two kinds—profit-earning agencies and agencies conducted on the co-operative principle. Both kinds are, according to Mr. Charles, evil, though in differing degrees, and both are unnecessary evils.

He has been led to this conclusion by the analogy of domestic servants and of elementary teachers. "The good plain cook does not pay even when using an agency." As a matter of fact, she does, if she goes to a high-class registry for servants. "The elementary teacher has not, and never has had, any use for the agent. He has the *Schoolmaster*." True; but the conditions under which he and the secondary teacher work are widely disparate. Primary education is comparatively homogeneous: the schools are all day schools; the hours of work are the same in all; there is little differentiation in the subjects taught, at least in respect of the teachers; salaries vary within narrow limits. We need not stay to point out how different in each of these particulars is the case of the secondary master. The form of application that he has to fill in for an agency must contain at least a dozen headings.

We hold no brief for the business agencies, but they can hardly be so bad as Mr. Charles paints them, or they would not continue to live and flourish as they do. Those engaged in secondary education may be "children in business," as Mr. Charles euphemistically calls them, but they are not absolute fools. An agency that systematically "busted into a post" an unfit candidate, knowing that he will have to move on at the end of a term, and that tempted "fixtures" to move on in order to multiply its percentages, adopting as its motto "pence rather than principles," could not continue for half a century to command the confidence of head masters. There can be no reasonable doubt that the profit-earning agencies do supply a real need, and that some of them, though black sheep may abound, do their work honestly and well.

But how are we to explain the preference that the profession has hitherto shown for those agencies which charge 5 per cent. commission or more over agencies which charge 2½ per cent. or less? Fatuity is too simple an explanation to be convincing. The reasons are various, but among the principal we may note that this difference in cost does not affect the head masters, and it is no good to establish a labour bureau if it is unsupported or actually boycotted by the employers of labour. "Beati possidentes"; a long-established firm has an enormous pull, and tends to become a monopoly. Moreover, Mr. Charles's estimate of the profits (it works out at over 200 per cent.) is absurdly exaggerated. The agents tell us, and we have no reason to doubt their word, that this part of the business barely pays its way, and that their substantial profits come mainly from the placing of pupils and the transfer of schools.

But on one point we fully agree with Mr. Charles. Agencies of either kind are "dependent on the personality of the agent: he must be a *persona grata* to both heads and assistants; he must possess the confidence of both; he must intuitively recognize what each wants and help him to get it." Nothing could be truer or better put. It is a sort of matrimonial agency, and its success depends on the sagacity and tact of the *προμηστρία*. But how is it possible to reconcile with these premisses Mr. Charles's practical conclusions? In the millennium that he prophesies, when every teacher will have been trained, when heads and assistants are united in a vast federation "with a weekly paper and a habitation of its own," there will perhaps be no room for an agency; but even Mr. Charles sees that till his prophecy is fulfilled we must provide for present needs. And this is his proposal:—"A press-cutting agency to collect notices of vacancies advertised and send them to his clients." In fact an automatic machine: the assistant puts his penny in the slot and out comes an advertisement. It is enough to point out the contradiction: further comment would be superfluous.

There is still an alternative suggestion, which seems to us even wilder than the last. "An enterprising organizer might earn the gratitude of his clients by arranging, about the middle of each term, an afternoon assembly of heads wanting assistants and assistants seeking posts—a kind of hirings 'at home.'"

Let us try to visualize the scene. Place, the Albert Hall (no smaller building would serve); time, April 1, 2 p.m.; characters, to right of stage a hundred head masters, to left five hundred assistants, in centre Organizer *loquitur*: "Mr. Smith, Head Master of Little Peddlington Grammar School, will interview in Box No. 1 Messrs. Brown, Jones, and Robinson; time allowed, five minutes a candidate. Refreshments will be served at 4 o'clock; and gentlemen not suited will be paired for a second trial."

Solvuntur risu tabulae; tu missus abibis.

We should not care to take shares in either of Mr. Charles's prospective agencies. Teachers may be children in business, but business is not justified of one of its children.

CORRESPONDENCE.

THE SPECTATOR ON THE PROFESSIONAL WOMAN.

To the Editor of The Journal of Education.

SIR,—The subject of professions for women and their effect upon character has been discussed in public less than might have been expected from its intrinsic importance, but the adverse criticism to which professional women have been recently subjected in the columns of the *Spectator* seems to demand some explanation, if not a defence, of their position. The writer, who remains anonymous, but is unquestionably a man, deplores the existence of the professional woman, and asserts that a love of independence is at the root of the desire of women for a professional career. It may, however, be questioned whether independence is not the inevitable outcome of the educational movement of the last century, rather than an end which is sought for itself. Modern education has enabled women to grow beyond the life of mere domesticity and narrow interests to which the majority of them were condemned in the past. It is hard to overrate, either for man or for woman, the pleasures of efficiency, and it is in the last fifty years that women have tasted those pleasures to the full. It is only recently that the prolonged specialized education of women has given them the power of bringing mature minds to the treatment of definite intellectual problems, or of testing their practical ability in dealing with the organization of various branches of work on a large scale. It would be strange indeed if they did not feel acute pleasure in the exercise of these powers, often amounting to a sense of exhilaration in their work, which causes them to lose in some degree a sense of proportion, much to be deplored, but easy to forgive. Friends, as well as foes, are willing to allow that women are hyperconscientious, and that many work "not wisely, but too well." It is, however, love of the work, not love of independence, which lies at the root of the mischief. That the independence which implies an absence of claims on the time or interests of the individual has very few attractions, *per se*, for a woman may be proved by the fact that professional women are constantly to be found making homes for their mothers or sisters, or encouraging the claims of those who are not bound to them by any natural ties.

The love of work for work's sake can further be demonstrated by the large and increasing amount of voluntary work done by women. This defeats the argument that the second motive determining a professional life for them is the desire of gain. Many have to work, if it is only to repay to their parents the cost of an education extended beyond the ordinary limits of school life, or to try to provide a competence for old age; but few work with the object of amassing a fortune, as has been suggested, and they would indeed be foolish to do so. Prizes in the professions open to women are exceedingly rare, and reference to the admirable volume on "Educated Working Women," by Miss Clara Collet, will show that it is hard for the average professional woman to save enough to enable her to retire at the age of sixty with an income sufficient to keep her from the workhouse or the charity of friends. The average income of the professional woman approximates to that of the bank clerk, and not to that of the successful barrister. It has been regretted that no woman can hope to succeed in any profession without "having a great deal taken out of her." This is hardly to be wondered at under the circumstances, and is due

not to the work of the profession, but to the anxiety attendant upon an inadequate income. The cheap lodging or hostel, insufficient food, and few pleasures have more to answer for in the worn and weary faces of women than the absence of leisure or the strain of work. It is not work, but worry, that ages a woman. The whole nature of woman demands variety which the routine of work, with all its recognized advantages and all its interests, cannot bring. There should be a margin of income to provide for change of scene as well as for change of occupation; the weary sameness of life tells far more heavily on a woman than on a man, with his less sensitive and emotional temperament. The thought of the future is apt to become an obsession, and may be put amongst those things which

Must not be thought

After these ways; so it will make us mad.

With reference to the charge of an unattractive manner developed by professional women, it must be admitted that education is only one factor in culture, and that only refinement of feeling and associations produce good and attractive manners; but there is no manner common to professional women as a class any more than to professional men. Each profession has its own peculiarities, and we know well the doctor's bedside manner, the pulpit manner of the preacher, just as we know the didactic manner of the woman lecturer and the curtness of the Civil Service clerk. We had hoped that this antiquated idea concerning the loss of feminine grace had died a natural death, and that the individuality of women, which has, of late, been allowed to express itself more freely than heretofore, had done so in manner as in other ways. Further, if her manners are individual, so are her opinions, and both must have individual expression; she is too much occupied to pose, and is not tempted to argue or talk for effect, since she no longer regards herself as an object of special interest, but as a member of a class which now includes the majority of the middle-class population of England. If she gives her opinion with decision on some subjects on which she is qualified to speak, she will probably be reticent about many on which she feels her limitations of knowledge and experience.

It is true that professional women do not commonly marry, but it is also true that their education and attainments admit them to a much freer and more congenial comradeship with men and bring them into such relations with men as have been hitherto impossible. We venture to think that the comradeship of which we speak explains the undoubted fact that men are content to remain unmarried longer than used to be the case. The standard of comfort has risen while incomes have not risen in proportion, and it is only natural that men who can enjoy without difficulty the society and friendship of educated women should postpone the day when they take upon themselves the responsibilities and expenses of married life. Women, too, no longer find it necessary to live the life of the heroines of Miss Austen's novels, in a state of alternate elevation and trepidation with regard to the impression they are creating, since they have, in addition to the interests of their work, opportunities for the pleasant companionship and society of men either in their business or leisure.—Yours, &c.,

A PROFESSIONAL WOMAN.

SCHOLARSHIPS FOR AMERICAN WOMEN.

To the Editor of The Journal of Education.

SIR,—In your issue of April I note that you say: "The Society of American Women in London [not "England"] is promoting a scheme under which English lady students shall be encouraged, by means of scholarships, to study in American Universities; and American lady students shall, on the same terms, come to Girton and Newnham." I should like to say, by way of correction, that it is not intended to limit the scholarships to the Cambridge Colleges for Women. The three Universities chosen by the Education Committee of the Society of American Women in London, which has the working of the scheme, are Oxford, Cambridge, and London.—Yours faithfully,

K. THAYER,

Corresponding Secretary and late Chairman of
Education Committee, Society of American
Women in London.

April 10, 1906.

COLLOQUIAL LATIN.

To the Editor of The Journal of Education.

DEAR SIR,—In reply to the inquiry from "An Assistant Mistress," on page 263 of the April *Journal of Education*, for a book dealing

with colloquial Latin, we would suggest that Scott and Jones's "First Latin Course" is probably the book wanted. The main idea of the book is to avoid translation in any form, and by making use of a single medium to facilitate pupils thinking in the language. The exercises are put in the form of question and answer, and words omitted have to be supplied: in fact, the whole book might be designated as an application of modern methods of teaching modern languages to Latin, and the success which has attended its use in many prominent public schools goes far to prove its general correctness.

We might add that the Classical Association at their last meeting expressed their approval of the method suggested in Jones's "Teaching of Latin," which latter should be used as a guide to the "Latin Course."

—Yours faithfully,
BLACKIE & SON, LIMITED.
50 Old Bailey, E.C., April 12, 1906.

TEACHERS' GUILD NOTES.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE question of the moment, for the Teachers' Guild, and for several other bodies of teachers, is, of course, the proposed abandonment of the Teachers' Register. We were all prepared for material changes in the Register, and the Guild is deeply pledged to work for a Register which shall classify teachers mainly according to their *professional*, as distinguished from their *academic*, qualifications, and with reference to their individual credentials, not to the class of school in which they may happen to teach. We are pledged, by our constitution, "to take such measures as shall lead to the registration of duly qualified teachers of all grades," which means, of course, "in all grades of schools, we are pledged, as our Summary of Objects puts it, to endeavour 'to obtain for the whole body of teachers the status and authority of a learned profession.'" The Register, as it stands, is, therefore, not of a character that we can approve; but we are not able to sit still and see the present Register swept away and no better Register put in its place. We have framed our own alternative scheme of registration, which is set out in our last Annual Report. The postponement, *sine die*, of the formation of an amended Register is the destruction of our hopes for the building up of a learned profession of teachers and leaves the door open for making the vast majority of teachers a kind of Civil Servants.

The reasons for the dislike of the present Register by the teachers in primary schools are patent. We share their feelings. They have been put on it automatically, without application and without fee, and, consequently, have been set apart in a special column which to a large extent neutralizes the advantage attaching to the single alphabetical list which was intended, we believe, to be the *one* list under the Act of 1899; but the grievance of some ten thousand secondary-school teachers is quite as serious. They have been induced in many cases to devote time and money to qualifying themselves for Column B, and can never have expected that, by a clause in a Bill framed to deal with the religious difficulty in primary schools, they should be told that all their pains are to be thrown away, and by a memorandum by the Board of Education that their guineas will be returned, and that they may find comfort in the fact that by qualifying for the Register they have made themselves better teachers than formerly.

Statesmanship can surely devise some better plan than this for meeting the equities of the case. It can keep the present Column B for *what it is worth*, and gradually build up a new Register in accordance with the intentions of the Board of Education, and draft on to it all Column B teachers, with a distinctive mark to show on what basis of qualifications they were admitted. It is a necessity that the formation of an ideal Register should be a gradual process, and should present anomalies in that process; but the Board should make a point of keeping faith with all whom it has induced to qualify under conditions of its own framing.

The view of the Council of the Guild on their first learning the terms of clause 36 of the Government's Education Bill, that

"any obligation to frame, form, or keep a Register of Teachers under paragraph (a) of Section 4 of the Board of Education Act, 1899, shall cease," were formulated at the meeting of Council on April 7 as follows:—"The Council of the Teachers' Guild, while agreeing with the President of the Board of Education that the present scheme of registration has not been found workable and had better be terminated, hope that the Bill will confer powers on the Board of Education to prepare and put in force a revised scheme for the registration of teachers." This resolution was at once forwarded to the President of the Board of Education. At the next meeting of Council the matter will doubtless receive further consideration.

THE proposed abandonment of the Register of Teachers naturally occupied a prominent place in the thoughts of the Teachers' Guild Conference at Sheffield on April 24 and 25, though the programme of the Conference, arranged some time ago, and mainly of a pedagogic character, did not allow it to be to the front in discussion except in the afternoon and evening of one day. The Register was the subject of very careful consideration at the officers' meeting at Sheffield, over which the Chairman of Council presided, being supported by twelve of his colleagues and several provincial officers of the Guild. This meeting reaffirmed the resolution of Council on April 7, and expressed an unanimous opinion in favour of a Register on the model laid down by Council last year, and published in the last Annual Report of the Council. It was ready to forego, if found desirable, the distinction between graduate and non-graduate registrars, being anxious to obtain a really comprehensive Register of all professionally qualified teachers. The meeting of the Conference in the evening of the same day showed a general sympathy with the view of the officers' meeting, though the opener of the discussion, Prof. J. A. Green, of Sheffield University, advocated in his opening remarks a simple alphabetical list of teachers, with qualifications and training to give *higher* instruction, but ultimately was prepared to accept a more comprehensive Register, provided that all qualifications should be set out. It seems clear, to judge from the feeling of the Conference, that the Council of the Guild has the majority of members with it in advocating the registration of teachers on grounds of personal qualification and without reference to the class of school in which an individual may be engaged; also that the Guild will support a comprehensive scheme which will admit the primary-school teacher and the kindergarten teacher along with the otherwise qualified graduate. It is certain that the Guild is most strongly opposed to the abandonment of the present Register without guarantees for the formation of another on such a basis as to establish a roll of members of a true profession.

COLONIAL AND FOREIGN NOTES.

FRANCE.

The holiday courses at Grenoble this year have the date and extension July 1 to October 31. The University sets itself, as for some years past, the task of meeting the requirements of those who would learn and teach modern languages on the newest system. Last year the holiday courses were followed by 370 students. Those who read our "Foreign Notes" will know that the University of Grenoble has supplemented instruction in theoretical phonetics by a laboratory of experimental phonetics with apparatus that should enable the learner to account to himself for the faults of his pronunciation and give him the means of correcting them. This year the theoretic course will be illustrated by *projections photographiques de graphiques de prononciation*. As before, the phonograph will facilitate repeated exercises in the production of sound, whilst the exercises of the phonetic laboratory will be combined with exercises in reading. A course of commercial French is again offered; as to which we allow ourselves to say that, if commercial French bears the same relation to French that commercial English does to English, it is a thing to be avoided rather than acquired—even by commercial men. Lectures will be given dealing with French literature from the seventeenth century to the present day. And, with regard to the lighter elements in a holiday course, days are reserved for excursions into the mountains. The charge is 40 francs for six weeks, with

10 francs extra for each additional fortnight, or 60 francs for the complete course. But we cannot find space for all the details. They are to be learned from M. Marcel Reymond, Président du Comité de patronage des Etudiants étrangers, Grenoble.

In ancient times, we will not deny it, men taught French in English schools who themselves knew not the language. These holiday courses furnish a means by which the teacher may equip himself to do the business at least without grave injustice to his pupils. Let us

look at Dijon, a little nearer to us than Grenoble. There the old *certificat d'études françaises*, established in 1903, has just been resolved into (1) *un brevet de langue française*, and (2) *un diplôme d'études françaises*. Candidates for the *brevet* must enrol themselves in the Faculty of Letters and follow the courses of it for at least half a year. But this half-year's attendance is dispensed with in the case of students who show that they have taken the holiday courses of the University of Dijon for three months. In either case the candidate undergoes an oral and a written examination. The oral examination requires the reading of a passage of French with fair accent and intonation, the grammatical explanation of a piece of French, and the power to converse about the matter read. The written test consists in a composition done without the aid of book or manuscript. Examinations are held four times a year—in January, March, June, and October. Now let a young man, let us say one who has just completed his University studies, apply himself to French with all earnestness, under the guidance of a native teacher, until he has got "some entrance into the language" and can understand spoken French tolerably well. Then let him attend a three months' holiday course and gain the *brevet*. If it be practicable for him, he should go on to earn the higher *diplôme*. But even with the *brevet* he may justly claim to take lower forms in French. At least he will have raised himself to a higher plane than that on which moved the generality of Englishmen who, in ancient times, taught our boys French. He will surpass them in that he has not learned, but begun to learn, a language difficult indeed, but to be got by labour and worth getting as most winsome in melody and unrivalled in the precision with which it can express thought.

We shall be told that nothing will serve but a long sojourn in France. Well, we are thinking only of those for whom that is impossible. There are, moreover, means by which we can, as it were, breathe a little of the foreign air at home. What follows will

show how this may be done. Students of German at the University of Paris have lately formed a *cercle d'études germaniques*, with its seat at 45 rue d'Ulm. The object of the club is to bring its members into close contact with contemporary German life and thought. German daily newspapers and political, literary, and artistic periodicals are taken; there is a library of contemporary authors; meetings of all sorts are held; Germans give *causeries* upon questions of art as it is practised and life as it is lived in the actual Germany of to-day; and German artists living at Paris exhibit their works at the club. And you may move in this German atmosphere for an annual subscription of 6 francs!

GERMANY.

The new Prussian scheme for the higher education of girls is provoking much heated discussion. Germans of the old school contend that the character of the girl's education must be determined by her destiny as *Hausfrau und Mutter*, or, to put it shortly, as cook. To them nothing were so odious as the Americanizing of German women. On the other hand, young Germany favours the free development of the woman to fit her for an independent life, or for true and intimate companionship with an educated man. To judge from the Prussian scheme, this higher estimate of woman's mission would seem to be prevailing. Let us set forth briefly what the new proposals are. Side by side with the present *Höhere Mädchenschulen* are to be called into existence lyceums (*Lyzeen*). A lyceum will be essentially a *Realschule*, giving an education at least equal to that conferred by a six-class boys' school. The minimum age for admission is to be nine years, and the qualifications therefore are to be the same as those for *Sexta* of such a boys' school. A lyceum will have seven classes, one year being spent in each, whilst a preparatory school of three classes may be attached to it. The work of the lyceum is to be continued by a higher lyceum (*Oberlyzeum*) of four classes. It will offer three courses of study corresponding severally to those of the boys' *Oberrealschule*, *Realgymnasium*, and *Gymnasium*. Admission to it is to be only for those who have passed through a lyceum; as a result of its final examination a Leaving Certificate (*Reifezeugnis*) will be granted, entitling the holder to study at a University. Private lyceums are to be allowed in addition to those of the State. The management of higher girls' schools—this, from a German point of view, is the most revolutionary of changes—is to be put chiefly into the hands of women. The weight to be laid on various subjects in the lyceum is

shown by the following figures, which are reached by adding together the hours a week allotted to the subject in each of the seven classes:—German, 34; religion, 17; French, 34; English, 16; history and geography, each 12; arithmetic and mathematics, 21; natural science, 15; drawing and gymnastics, each 14. Pupils who intend to pass on to the Latin or Latin-Greek *Oberlyzeum* must further have special Latin lessons in the lyceum to prepare them for the studies of the higher institution.

Such a scheme would commend itself to most Englishmen as one of abundant promise. In Germany it is undergoing criticism, some of which carries us back to the days when women had to write treatises in proof that

they, no less than men, had souls. Many see in it an attempt to unsex the German woman. Leaving the wilder talk aside, we judge the strongest argument against it to be the economic, interpreted, of course, in the light of German relations. The completion of a University course and the passing of a State examination give in Germany, if not a legal, yet a sort of prescriptive, right to employment by the State. It is urged that women, having got the qualification, would claim the employment, and that every woman who filled an office would deprive another woman of the opportunity of marriage by shutting out a man from the means of supporting a wife. It might be answered that she would at the same time reduce by one the number of women for whom marriage is an economic necessity. As to the contention, once more set up, that higher education can be got only at some cost of youthful freshness, health, and bodily charm, we confess that it irritates us. An "education" that impairs physical efficiency or physical beauty is not education at all. If the Germans will send a commission of inquiry, let us say, to Lord's on the days of the Oxford and Cambridge cricket match, they will learn how tall and straight and shapely the most highly educated girls can be. The report of the commission would prove, we guarantee it, a weapon of strength in the hands of those who are striving to raise the mothers of German sons above the kneading-trough.

It is strange that Germany, whose educational institutions in most other respects command general admiration, should in this one thing be, as we hold, behind England and the United States. Perhaps it is chiefly

because German girls' schools have not yet learned to temper the flowing cup of conic sections with a little allaying hockey! But it is our business here to seek lessons from our neighbours rather than to criticize them. A useful hint comes to us from Württemberg. At the last meeting of the *Gymnasiallehrer-Verein* it was resolved to ask the Ministry to abandon the supplementary examination in English hitherto deemed necessary for boys from the *Gymnasium* about to study for the *Baufach* (included are building, civil engineering, machine construction, electrical engineering, &c.) at a polytechnic. But it is the reason assigned that forms the pith of the matter. The supplementary examination in English should be dropped because England is no longer supreme with regard to the technics of the professions concerned. We count it no shame to return—with good cause—to a subject on which we have often dwelt. Whilst Germany has, and is further developing, magnificent technical *Hochschulen*, we are multiplying Universities. The consequence is that some of the colleges at Oxford and Cambridge (where classics, for example, can best be taught) lack students, and in technics our rivals outstrip us.

In a recent number of this journal we wrote about the increasing

diffusion of the title "professor" among German schoolmasters. A pamphlet issued by the Committee of German Teachers educated at a University has proposals to make on the subject. Formerly, as our readers will know, a German teacher, if a University man, was a *Gymnasiallehrer*, a *Realgymnasiallehrer*, or a *Realschullehrer*, as the case might be. Then, lest the University man should be confounded with the teacher from a training college (who was *Lehrer am Gymnasium*, *Lehrer an der Realschule*, &c.), he received the generic name of *Oberlehrer*. The pamphlet referred to suggests a kind of grading scheme of titles and rank, as thus: *Studienreferendar*, *Studienprofessor*, *Studienrat*, *Geheimer Studienrat*. In opposition to this, *Oberlehrer* Sebald Schwarz, of Lübeck, recommends that teachers should simply assume, upon passing their examinations, the—to German thinking—unpretentious style of "Doctor." All that we need remark is that, whether these titular distinctions be properly or improperly used at home, they will hardly bear exportation.

UNITED STATES.

The mid-winter meeting of the National Educational Association, Department of Superintendence, was held (February 27 and 28, March 1) at Louisville. The President of the Ohio State University delivered an address on the effect of moral education upon the civic life of the community. We quote from it a paragraph dealing with a neglected aspect of moral education:—"It is important now to notice that morals should not be confounded with mere external con-

formity. There is a tendency for the school-room, and for life in general for that matter, to be satisfied with an external form as a substitute for the substance of morality. Now morality is the result of choice. The ideal must be re-enacted by each individual; the law must be personally accepted; self-legislation must be provided; every individual in that sense must make his own law and determine his own character. The statute: 'Thou shalt not steal' doubtless has the intellectual assent of the multitudes. That is a good form of sound words. It becomes vital in life only when each individual makes it the law for himself. Personal choice must therefore become a factor in every educational process that looks toward education in morals. The school-room cannot be satisfied with a mere exhibition of mottoes. It may not rest with the intellectual assent of the pupil to the truth. These methods and these principles must be re-enacted into the life of every pupil before education in morals makes any great progress. Just here is where we succeed or fail. The fact that a boy has been educated in a school where the highest ideals were cherished, where the best precepts were taught, proves only that he was educated in a good environment. In order that he may be benefited by such an opportunity he must be trained to make his own choice, to reach his own decisions, to enforce self-legislation, to determine his own conduct."

It is because this principle is ignored that we sometimes find boys from moral homes turn out ill. And it must be observed that a school gives more frequent occasions for making a choice than does the home. We pass on, however, to another theme. Commissioner Draper has drawn up a paper on illiteracy in the State of New York. He discovers that New York, unlike the United States in general, has not materially reduced the percentage of illiteracy in the last thirty years. It was 7.1 in 1870 and 5.5 in 1900. The illiterates are, strangely enough, more numerous in proportion among the children of native-born parents than among those of foreign-born.

The Commissioner has to deplore an indifference in his countrymen about school attendance, and he pronounces the United States to be behind the leading nations of Europe with regard to the diffusion of ability to read and write. His calculations are interesting:—

"The data for determining our relative standing in this matter with that of the best educated foreign nations are lacking, but such as we have are more illuminating than comforting. The Imperial Bureau of Statistics, Berlin, informs us that of all the recruits in the army in 1903 for the whole German Empire but 1 in 2,500 was illiterate, and in more half of the States or provinces there was no illiterate at all. In Denmark it was but 1 in 500, in Sweden and Norway 1 in 1,250, in Switzerland 1 in 166, in the Netherlands 1 in 40, in France 1 in 16. In England and Scotland in 1902, 1 man and 1 woman in about 80 were unable to sign the certificate when married, the illiterate women slightly outnumbering the illiterate men. The fairest comparison we can make with these figures is by using our census statistics concerning voters, *i.e.*, men twenty-one years of age and over. We have about 1 illiterate in 9 voters in the United States, and 1 in 18 in the State of New York."

INDIA.

In the United Provinces of Agra and Oudh education, according to the Director of Public Instruction's Report, "may be backward, but it moves." Where there are shortcomings he ascribes them to the inadequacy of the sums allotted for educational purposes. The number of scholars in public institutions exhibits a satisfactory increase, whereas private institutions have declined. Progress, especially in primary vernacular schools, has been hampered by the plague, which during the year (to March, 1905) has been more general and more severe than ever before. "Indeed, the Muttra district in the latter half of the year lost about 10 per cent. of its population, chiefly rural, and many villages lost 20 or 30 per cent. Almost all the plague-infected villages were, sooner or later, emptied of their inhabitants, who left for other places or encamped in the surrounding fields, and school attendance naturally decreased or ceased altogether. In some cases teachers were directed to hold schools under trees, but parents were unwilling to send their children to congregate thus with others and run more risk of catching plague. Several teachers died of the disease." The percentage of children of school age receiving instruction is 7.02; for boys it is 12.91, and for girls .75. The latter figure is distressingly small; but the Director has some hopeful signs to report. "Marked progress has been made in Moradabad and other districts in the first circle, as also in Lucknow. The people are beginning to desire education for their girls and to ask for schools for them in many parts of the province. The Collectors of Bareilly and Bara Banki report that public opinion is undergoing a great change: the prejudice against educating girls is giving way and parents wish to have their daughters taught. The hillmen of the Kumaun division would be glad to have their girls as well as their boys taught, if they had the facilities."

With regard to teachers, better terms are being offered, with the design of inducing men of superior education to enter the public service. But these, says the Director, must be trained. "It is necessary that such men should have all the advantage that can be derived from special training for the work to which they are going to set their hands, and in this respect there is a step forward to chronicle. The Training College for English Teachers at Allahabad has been enlarged, and the teaching accommodation greatly improved; while, in order that the ardour of the students might not be damped by pecuniary cares, deputed teachers under training have been treated with the utmost reasonable liberality in the matter of allowances. For vernacular teachers a fine new normal school has been opened at Gorakhpur; the schools at Agra, Moradabad, and Lucknow have been enlarged; and five other normal schools have been sanctioned, and are to be charged to the six lakh grant, thus bringing the number of these institutions up to ten. Moreover, we are now starting a training class in each district for lower primary teachers, with a short course limited to one year."

We have our private opinion as to the sufficiency of one year's training for primary teachers. Nor does the Education Authority in the United Provinces deem it enough, accepting it only as better than none. And to the experiment of opening these classes for the training of lower primary teachers another has been added, of which the Report itself shall tell. "It is impossible either to bring to a training class, or to displace, the thousands of untrained teachers who are now employed in village schools. To meet their case we have adopted a scheme to hold teachers' meetings annually at several centres in each district, under a trained Deputy or Sub-Deputy Inspector of Schools, each meeting to be attended by not more than fifteen teachers from the neighbourhood, with the object of acquainting them with approved methods of teaching, and of giving them practical illustrations, with criticisms of lessons, and the reading of papers on professional and general subjects. These meetings last ten days—which is, however, found to be too short a session. Sometimes the Chairman of the District Board gives the encouragement of his presence. The success that has attended the scheme under the management of capable inspecting officers has been notable, and much valuable work has been done; with a little more experience still better results may be anticipated. We have here discovered the means of giving the village schoolmaster a little more culture than his neighbours, and of making him generally a better informed person."

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(Continued on page 370.)

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OCCASIONAL NOTES.

EACH day's discussion makes it increasingly apparent that the Education Bill (Part I. at least) has no reference to education, but is an attempt to find a remedy for the open sore of sectarian differences.

The Ratepayer's Freedom of Choice.

The militant party of the Free Churches insist that under the Act of 1902 the Church of England was placed in an unduly favourable position. The conqueror of to-day, with the bitterness evolved during his period of subjection, insists, now that the tables are turned, that the spoils shall go to the winner. No farthing must be contributed by the ratepayer in support of any form of religious teaching of which his conscience disapproves. The tenet, if pressed, will land us in pure secularism, a conclusion from which most of the Free Churches happily shrink. In a democratic country the minority must more or less suffer: there must be give and take. The Church of England insists just as rigidly and just as illogically upon its privileges. An established Church is likely to be less open to change than political institutions. But the Church has suffered changes as the centuries have passed on, and it has been gradually shorn of the pretensions that it has from time to time claimed. It avows itself the National Church: it follows that it should be the expression of the religious views of the nation. It now claims that every parent has an inalienable right to have his children instructed in the articles of his own faith. This is a curious use of the word "right." And its application beyond the pale of the Establishment is of course impossible.

ONE of the most startling contributions to the education debate has been Mr. Chamberlain's bold advocacy of a purely secular system. We should like to discriminate:

Secular Education.

if secularism means that every teacher must be muzzled on the very subject which he feels to be of primary importance, if, for fear of offending the religious susceptibilities of one or other of his audience, he is to be eternally silent on the great rules of conduct and the basis of their sanction, then a system of secular education could never commend itself to a majority of the nation, and could never be accepted as a final solution to our difficulties. If, on the other hand, each teacher were free to inculcate the moral lessons that he or she thought advisable, without reference to any particular creed, then secular education would be accepted by most. To muzzle the teacher is to make the teaching dead, and therefore ineffective. To allow freedom to the teacher implies, of course, the possession of a certain amount of tact and good feeling. It is obvious that no teacher should take advantage of his position to abuse or ridicule the religious sentiments of others. Teachers can be trusted as well as any other section of the community. Fanatics or Agnostics might here and there arise; but they could be admonished or, if necessary, dismissed. We cannot recommend what is called the secularization of education, because we know that it means that every word that might possibly offend the prejudices of a Romanist, an Anglican, a Jew, a Unitarian, an Agnostic, a Materialist, &c. (we could continue the list for pages) must be rigidly excluded from the teaching. Nominally the bulk of the nation is Christian. If Christians cannot agree upon a common form of teaching suitable for all children, the problem is hopeless, and we must just muddle along and continue to squabble.

ACCORDING to the latest returns available, the Church of England has 11,817 schools, the Wesleyans have 450, the Roman Catholics 1,063, the Jews 13; other denominational schools, including British, amount to 739. This makes a total of 14,082 voluntary schools, as against 6,145 Council schools.

Voluntary Schools.

These figures are used as an argument in favour of retaining voluntary schools. But it seems to us that there is another side to the matter. It is not possible for the Church of England to claim that, in the districts served by its 11,817 schools, it has succeeded in winning the adherence of all the parents of children using the public elementary schools. The larger the number of these schools, and more especially the larger the number of single district schools, the greater the grievance of the people. Many of the parents are lukewarm towards the National Church, and some are actively hostile. So long as the country is a democracy we shall want what our noisiest spokesmen tell us we want: it is no argument to tell us that the Church of England has the largest number of schools, and, therefore, must receive the greatest amount of consideration. And, if such an argument were permitted, it would be checked by the fact that, although the National Church possesses so many schools, yet most of these are comparatively small. The whole number of children educated in Church schools is 2,350,176; while the number of children in Council schools is 2,946,511.

AMID the fiery denunciations of the Education Bill that many Churchmen are uttering, it is a pleasant relief to meet the wise words of Bishop Percival, who utters a much needed warning to his colleagues.

Dr. Percival pleads for Peace.

"I am convinced," he says, that this hostility, stimulated and embittered by the fiery declamations of some earnest but short-sighted zealots, and likely to be used by politicians for party purposes, can bring no benefit to our Church or to the cause of religious education, and is only too certain to bring serious and last-

ing injury." People who are sure of their rights do not raise shrieks of horror when those rights are threatened. The more violent the opposition of the Church, the weaker does it feel its position and its claims to be. All transference of property carried out by Parliament is legalized robbery. All through its history Parliament has been from time to time authorizing legalized robbery at the expense of some members of the community for the benefit of others. The Church has had a long innings. During that period it has not secured the affections of the whole nation. It has allowed or had to suffer the splitting off of sectional bodies. It has not adapted itself to modern changes in thought which are only irreligious when judged by dogmas that have ceased to convince. Granted that Mr. Birrell is a compound of Henry II., Oliver Cromwell, and Archbishop Laud, the moral to be drawn by the Church is that the time has arrived to set its house in order, lest worse befall.

IT is quite clear that the Education Bill throws an increased burden upon both the taxpayer and the ratepayer. It is to the credit of the country and speaks well for the public spirit of the present time that we hear little of complaint or opposition on this score. The Parliamentary

**The L.C.C.
and the Bill.**

Committee of the London County Council has issued a report in which the probable sources of additional cost are clearly set out. But this is not made an argument for opposition to the Bill. The Council will have to bring the buildings of the transferred schools up to the standard of its own regulations; it will be responsible for all repairs and for all wear and tear, to teachers' houses as well as to school buildings; it will have to pay rent, and of the million provided by the Government for this purpose Londoners will probably pay about a quarter in the form of taxes; finally, it will have to pay rates on the transferred schools. At present voluntary schools are not ratable, but the Act granting this privilege is to be repealed. Although the Committee does not shrink from the additional payments to be incurred by the Bill, yet it has a grievance against the Government which it states with clear emphasis. London, it is asserted, does not receive its fair share of national grants. Not only in respect of one particular grant does London receive 7s. 9d. per scholar while the average for the whole country is 9s. 3d., but no account is taken of the higher cost of education in London. It is proposed to take steps to approach the Board of Education at once on these points. The Education Committee has approved the Bill so far as it provides for public control and the freeing of teachers from creed tests; but a number of small amendments are suggested.

PENDING a fuller discussion while the Bill is in the Committee stage, or a statement by Mr. Birrell, the explanation of the Lord Mayor of Cardiff as to the precise

**The Proposed
Welsh Council.**

powers of the proposed Council for Wales holds the field. The Lord Mayor states that no legislative powers are to be accorded to the Welsh Council. Its functions are to be purely administrative. It will consequently reflect the views, or in other words carry out the orders, of the Government of the day. Yet the Bill certainly proposes that, subject to such exceptions as His Majesty may make by Order in Council, the powers and duties of the Board of Education shall be transferred to the Welsh Council. If these powers are once transferred *en bloc*, it is difficult to see how the Council can remain a purely administrative body carrying out the instructions that the Board of Education may from time to time issue. It seems that the wording of the Bill will require amendment. It is certainly wise to give to

Wales a full measure of local authority; but it would be unwise to cut off the educational system of the Principality from the general current of British opinion. Some regret will be felt at the absorption of the Central Welsh Board into the proposed Council. For the sake of uniformity it must be so; yet no one would wish to deny that this Board has had an influence for good on secondary schools that is quite unparalleled in the action of other administrative bodies. The Board has done excellent work: the one drawback has been that it was not necessarily and formally in touch with the University on the one hand and with the elementary schools on the other.

MR. BIRRELL has a charm of manner and a magic use of words that enable him to give sound advice in a palatable form, at any rate in a form likely to be remembered without animosity. Like George Bernard Shaw, he appeared to be convinced that the only way to get an Englishman to accept an idea is to make

**Head Masters
and Education
Authorities.**

him laugh. Sometimes the idea may seem in danger of being lost in the laugh. It remains for the commentator to dot the *i*'s and cross the *t*'s. Mr. Birrell said the other day that no pride of place could ever make him otherwise than nervous in the presence of head masters. After the laughter caused by this remark had subsided, he went on to say seriously that head masters when once appointed should be trusted by the Local Authorities, and should be allowed to be in charge of their own quarter-decks. The warning is not without significance at the moment. Local Authorities who give grants of public money rightly wish for a certain amount of control. But there is a danger lest in the administrative temptation towards uniformity to which an Education Committee, and more especially its secretary, is liable, the individual initiative and freedom of action of the head master should be unduly curtailed. "Appoint a good man and then trust him" should be the motto; for it must be remembered that with inspectors and regulations controlling him a head master can no longer be an absolute autocrat. The Board of Education seem to have adopted the policy of endeavouring to strengthen the hands of the governing bodies as a set off to the claims of the Local Authorities. This is a vain attempt. Governing bodies of schools in receipt of local grants must be shorn of much of their old powers. The better policy is to admit and welcome, and at the same time to control, the power of the Education Committee.

THE London County Council has not acceded to the request that a number of Council school children should attend in the grounds of Chelsea Hospital for the purpose of receiving a Union Jack on behalf of their respective schools. We do not know on what grounds the Council

**Patriotism and
Militarism.**

based its refusal, but we welcome it as tending to show that the Council is not to be carried away by the wave of militarism that is passing over the country—militarism which masquerades as patriotism. The true aim of education is to curb the fighting instinct of the boy, and to develop civic virtue, which is a later growth. This false patriotism seeks to produce a nation of soldiers—men of good physique who can obey orders, kill anything, and never think. Physical training is an urgent need in all town day schools. We have taken away from their natural healthy recreations little fellows whose muscles crave for exercise and stuck them down to a desk for several hours a day without making any provision for games or gymnastics. Here is opportunity for reform; but it is mischievous to base that reform upon an obsolete militarism and a mis-

applied patriotism. But we have a further charge to bring against rifle shooting and military drill. No muscular exercise attains its object unless it is enjoyed. The new exercise proposed in some influential quarters will only interest boys and so secure enjoyment under two conditions. The first is that it is a novelty. After the novelty has worn off, rifle shooting, except to a few enthusiasts, will become dull and monotonous. The second incentive is the dread of an invasion. If our boys can be got to believe that, military drill will remain popular; but a scare must be renewed at frequent intervals.

ALMOST every one who has considered the matter is agreed that the education given in public elementary schools is largely unsuitable, and fails, therefore, in its object. We have always maintained that

Cookery. book learning is predominant solely by reason of its cheapness. But many individuals and some educational authorities are boldly taking the matter in hand, and are devising a more rational curriculum. This will certainly include a greater amount of hand and eye training, a fuller attempt to develop the body, and an endeavour to make the education suit the circumstances, *i.e.*, to give the child that knowledge and skill that he needs to enable him to adapt himself more suitably to his environment. Among the subjects that will be taught to all girls, and not merely, as at present, to a select few, will undoubtedly be cookery. At a recent meeting of the Northern Union of Domestic Economy Associations, Miss Dunn read a paper entitled "Science in the Kitchen," which was as full of good things as a Christmas pudding. She repeated a statement that is often made nowadays, but which needs to be said again and again until it has impressed itself upon the national consciousness, and then become reflected in the practice of cooks and housekeepers. It is that the indifferent health that seems to be the curse of the time is more often than not due to faulty nutrition, the direct result of errors in diet. The thermometer and the scales must become kitchen utensils: the chemical changes involved in the cooking of food must be understood. Perhaps more important still is the possession of a simple knowledge of the value of food from the point of view of nutrition, and of the processes of its digestion and absorption.

THE Chairman of the Governors of the new County School at Acton was quite right in urging that more public money should be devoted to secondary schools. The

Racers and Cart-horses. admitted reason for the expenditure of public money on education is that such expenditure brings an adequate return to the nation in the form of increased efficiency of its workers. And it is clear that the more skilled the work and the higher the moral and intellectual qualities involved the more costly will be the period of preparation. A skilled mechanic is worth more to the nation than a road-mender; a skilled man of science is worth more than either. On the children whose formal education ends with the public elementary school the nation spends the minimum that at any given moment is considered necessary. On those children who are considered likely to profit from a further education in a secondary school the nation must pay more and for a lengthened period. University education is still more costly. Mr. Morison said that you cannot make racers out of cart-horses. That is to say, it is of no use to give to the agricultural labourer the education that is needed by a medical man. Mr. Birrell's comment on this, to the effect that all the boys at Eton and Harrow were not race-horses, any more than were all the children in elementary

schools cart-horses, was beside the question. The racers are to be found, probably, quite as often in the one grade of school as the other. The urgent point is that sufficient money should be found to secure that the training of the racer that has been well begun in the public elementary school should be adequately and effectively continued in the secondary school.

A CORRESPONDENT in the *Morning Post* gives an interesting account of educational progress in China. The whole system of requiring students to learn by heart

Educational Progress in China. long passages of which no explanation or commentary was given is being superseded by an education approximating more nearly to Western ideals. The rapidity with which the new plan is being carried out is striking. In one province—that of Chihli—there are 124 districts; each district has already about twenty primary schools, with some thirty boys in each. Each district has also one low- and one high-grade elementary school with an average attendance of fifty boys, who, in addition to the study of their own language, are started in history, geography, arithmetic, and simple science. Sixteen middle schools have been opened in which the study of English is added to more advanced courses in the subjects mentioned above. There is a provincial college with 320 students, and, finally, the University of Paoting-fu, with 200 students. It will be noticed that in all this there is no mention of the education of girls. The movement that is producing this progress in education seems to be based mainly on the desire to increase the military efficiency of the nation. Physical drill and military training are important parts of the curriculum. In the words of the correspondent: "The new text-books put into the hands of the boys impress on the youth of China the duty of developing the power of their country; they show how military weakness has brought bitter humiliations in the past; and they preach the doctrine that the ease, wealth, and life of individuals must be readily sacrificed to national interests."

THE great meeting of City Churchmen (including Sir B. L. Cohen, Sir P. Magnus, and Lord Rothschild) "to protest against the Education Bill" did not much

Mr. Balfour and City Churchmen. advance measures. Mr. Balfour, as usual, was nothing if not critical. The Bill was illogical; it deprived parents of their inalienable right to have their children taught their own creed; it failed to give public control; it was double-faced—trying to please both Dissenters and Churchmen, it failed to please either; if submitted to a plebiscite, it would be torn to shreds and cast to the winds. Of constructive criticism—how the Bill should be amended or what should be substituted for it—there was not a word. Yet even Mr. Balfour acknowledged that the Bill of 1902 was not perfect. "It left two anomalies—that of the single area and that of the Cowper-Temple clause." The Scotch system Mr. Balfour commended as logical; but whether it is a good or bad system he would not or could not say. The Chamberlain scheme is "something very different"; but whether Mr. Balfour is a Chamberlainian none can tell. After all, it is a signal testimony to the Government's impartiality that it has tried to please all parties and that no party is completely satisfied.

IT was a well deserved compliment that the Government paid to their ex-Minister of Education in selecting Mr. Acland to announce their intention of defraying by Treasury grants three-fourths of the expense that any Local Authority may incur in founding new local training colleges.

Training Colleges.

County Councils will not be slow to avail themselves of the offer, and thus not only will the supply of trained teachers be largely augmented, but a very real and substantial grievance of Nonconformists will be removed. Let us hope that this provision will not be restricted to primary education.

THE letter on the abolition of the Register signed by Mrs. Sidgwick and Mrs. Bryant deserves the prominent place assigned to it in the *Times* (May 28); but we

**A Register for
Secondary
Teachers.**

see no call to modify or alter our article on the subject, which was in print before the letter appeared. It tells us, first, that the Consultative Committee were not consulted in the matter; secondly, that the two ladies, whom Mr. Birrell did consult informally, did not "advocate a reorganization which would amount to an abolition of the Register now existing." They beg emphatically to state that, in their opinion, the abolition of the Register would be a great mistake. So far the letter only confirms and aggravates our charge of precipitancy; but in the last paragraph we must part company with the writers. The argument that the moment selected for abolition is ill-timed because it is only this year that the permanent regulations come into force seems to us double-edged. If only a tithe of the teachers entered by the open door, what fraction is likely to enter by the strait gate? "Not one per cent.," Mr. Birrell will answer—and quote the authority of the Registration Council. This point is arguable: but the final counsel of the letter—the maintenance of an exclusive Register of Secondary Teachers—however desirable in itself, is not practical politics. Even Mrs. Bryant would not have the courage to introduce a Bill to that effect in the present House of Commons.

THE Greek Conservatives have again triumphed at Cambridge, and this time the Trojan Radicals have been completely routed. The votes were: *placet*, 241; *non-*

**Greek
at Cambridge.**

placet, 747. On the last occasion, in March, 1905, the voting was: *placet*, 1,063; *non-placet*, 1,527. Various causes contributed to this defeat. Many thought that the question should not have been so soon reopened; many free-traders in studies disliked the compromise proposed in the second report of the Examinations Syndicate, and in particular the illusory distinction of degrees; lastly, there was a strong whip on the Conservative side, and none on the Liberal. We deeply regret, but are not surprised at, the decision. We are convinced that Greek will not gain: the quality of Greek is not strained; and Cambridge will undoubtedly lose by excluding the brightest wits of the lower middle classes, who are, with few exceptions, educated in schools where Greek is not taught.

LOCAL AUTHORITIES.

THE Report of the Birmingham Education Committee for 1905 begins with the statement that, owing to the dearth of applicants for certificated assistant mistress-ships, it has been found necessary to amend the scale. The revised scale begins at £5, or in some cases at £10, above the old one, and the maxima are increased by from £5 to £15. One result of the issue of the amended scale was a communication from the Birmingham Certificated Class-Teachers' Association calling attention to the disabilities suffered by teachers in the service of the Committee and appointed under the previous scale. The Committee agreed to set this right by raising the salaries in the cases under consideration. When all the readjustments are made a sum of upwards of £4,000 will be required to meet the additional cost. The Committee now employs over two thousand adult teachers,

an increase of nearly seventy over the previous year. In addition, there are some seven hundred pupil-teachers and candidates, and about seventy teachers of special subjects. The children in average attendance numbered fifty-seven thousand in Council schools and twenty-five thousand in voluntary schools. There are also eleven special schools departments, with forty teachers and eleven nurses and attendants. The average cost of these schools is as follows:—A deaf child costs £13 a year; a feeble-minded child, £8; a cripple, £16. The total average cost in an ordinary school is £3. 6s. 8d. There are 2,268 boys and 228 girls holding licences for street trading. Of these not less than 1,823 are still attending school, being under the age of fourteen.

AT the Central Secondary School, Birmingham, the cost of the teaching staff amounts to over £8 per child in average attendance; while the total cost per child is £13. 17s. 1d. At the George Dixon Boys' School the staff costs over £10 per boy, but the total cost is only £11. 18s. 1d. The additional cost of the former school is mainly owing to money given in the form of scholarships and prizes. The George Dixon Girls' School costs less than £5 per head for teaching staff, while the total cost is £6. 5s. 1d. This implies an enormously disproportionate payment of women teachers. At this latter school there are two hundred and fifty girls; the report tells us that "a tennis court has been established in the playground, which afforded the girls a good deal of healthy enjoyment." No doubt this is quite true; but what is one court among so many girls? At the George Dixon Boys' School we learn that one hour of the school week is devoted to gymnastic exercises. Again, we might ask, what is one hour? It is like a Christmas dinner given to the poor as a specific against starvation. But the Birmingham Education Committee is quite alive to the necessity for games and gymnastics. As a beginning, a field of seven acres has been rented for school games. New buildings are being erected for the George Dixon Schools, and "it is hoped that playing fields will shortly be secured for the use of the students." We all believe nowadays that physical fitness is no less important than intellectual agility. To provide for the former in large towns is a costly business, but it is an expenditure that brings valuable results.

WE have received a copy of the Handbook of the Somerset Education Committee, which, among other interesting matter, contains the conditions under which grants are made to secondary schools. The general principle is a capitation grant of £2 for each scholar up to 100, and £1 for each scholar between 100 and 150. As a rule a school of less than forty pupils will not be eligible for any grant at all. The minimum grant to any school will be £100; the maximum will be such that the total income of the school, apart from any payment in the nature of rent, does not exceed £12 per pupil. In a very small school, however, this limitation will not operate. It must be allowed that Somerset is not ambitious to establish schools of the character that Prof. Sadler urges, in which the cost would be from £18 to £25 per head. Further conditions specify that the grant must go towards salaries of head teachers of technical subjects. No such teacher must be appointed until the Education Committee has expressed approval. The fifteen secondary schools working in connexion with the Education Committee received last year the sum of £2,162, upon a total attendance of 1,120 pupils. Two new schools are urgently needed for boys, at Frome and in the Minehead district; and six for girls, at Frome, in Langport district, at Clevedon, in the Midsomer Norton and Radstock district, in the Minehead district, and at Wellington. The previous issue of this handbook contained particulars of an inquiry into the educational resources of the county, including private schools; but, in the issue before us, it seems that all grants are strictly reserved for schools with a body of governors upon which the County Committee is represented.

THE report of the General Education Committee of Wiltshire includes a survey of the secondary education of the county, which has been carried out by the Director of Education, Mr. Pullinger. There are three first-grade schools for boys and one for girls. A first-grade school is defined, for the purpose of this report, as one that gives a suitable preparation for a University career, and in which a considerable proportion of the pupils is well over sixteen years. A second-grade school is said to be one at which the leaving age is lower, and which has a less ambitious aim. Of this latter grade there are in the county ten of a public character (these are already aided by the county funds) and twenty schools of a private or semi-private character. The third class of schools consists of those in which the bulk of the teaching is essentially elementary. Mr. Pullinger adds: "The pupils who linger at these schools after reaching the age of fourteen years receive what may be regarded as secondary education." All the schools in this class are in private hands. "Speaking generally, and fully recognizing the existence of exceptions, these schools, as regards buildings, equipment, and staff, are distinctly

below the requirements of a good public elementary school." Altogether in the county, omitting the schools of Class 3, there are 44 secondary schools. Omitting the first-grade schools, which are largely non-local, we have 40 schools with an attendance of 1,670 pupils. Mr. Pullinger shows that further provision is needed, although in a thinly populated area a child may expect to have to go some miles to a secondary school. As to the kind of education that should be provided, Mr. Pullinger says: "It must be of a kind which will develop all the faculties of the pupil, in such a way as to make him or her a good and useful citizen. A true balance must be struck between mental and physical development; the provision of playgrounds as well as class-rooms must be looked to."

Domestic Economy. The Wilts School of Cookery and Domestic Economy appears from the report that has just been issued to be doing valuable work in a successful and satisfactory manner. The number of resident pupils has increased to 51, and the attendances at the day classes at Trowbridge have risen to 513. In addition, forty classes have been held by itinerant teachers. But, in spite of this work, the Committee "deplore the apathy which still exists in the rural villages of the county as regards technical instruction for women." The management from the point of view of the ratepayer gives opportunity for congratulation. The Committee has applied for a grant of £600 from the County Council: this is £100 less than the last year's grant, and £200 less than the grant of the preceding years. The work of the school includes the training of teachers in domestic economy, of adult pupils in domestic training, and of the training of young girls for domestic service. The report of the examiner recognized by the Board of Education states that, "although it ranks only as one of the smaller training schools, the Wilts Technical Training College for Women has an excellent reputation. The students who present themselves for examination are carefully and thoroughly taught. Both the practical and theoretical work are very good, and the examination results almost invariably satisfactory."

THE REGISTER ONCE MORE.

OPPPOSITION to the proposed abolition of the Teachers' Register is increasing both in weight and volume. It began with the protest passed by the Committee of the Head Mistresses' Association published in our last number. Since then the Incorporated Association of Head Masters, the Association of Assistant Masters, the Teachers' Guild, and the College of Preceptors have all passed resolutions against the discontinuance of the Register, or in other ways expressed their dissent. The Registration Council, on whose opinion contained in their last annual report the Board of Education in their justificatory Memorandum most relied, have repudiated the construction put on their Report. What they then urged, and urge again, was that a "comprehensive Register" should be framed in accordance with the Act of 1899—not that they should be bowed out with a polite expression of regret for consigning to the ragman their four years' labour.

Last, and most important, as it combines and concentrates these various protests, comes the resolution passed at a conference of representatives of Universities and educational associations convened by the University of Oxford on the 12th ult. Not only all the Associations named above, and others not named (e.g., the Head Masters' Conference), but all the English Universities, sent delegates, and a resolution was passed, with only three dissentients, categorically demanding the withdrawal of Clause 36.

The unanimity of secondary teachers, generally so divided in opinion, must needs make Mr. Birrell hesitate in applying the guillotine. If it is permissible to interpret that obscure palimpsest, the mind of a Cabinet Minister, Mr. Birrell was influenced partly by the dissatisfaction that the existing Register had excited in the whole body of primary teachers, as shown at the Scarborough Conference, and partly by the views of his permanent officials, who did not hit it off with the Consultative Committee, and desired a free hand for the Board to deal with all teachers and their training as it now deals with elementary teachers. He omitted to consult the views of secondary teachers, and we allow that in the absence of a Federated Council it is not easy to consult them. What is less excusable, he omitted to consult the Registration Council, which represents teachers far more than does the Consultative

Committee, and deserved at least a hearing before its death sentence was pronounced.

There is little new to be said on such a thread-bare subject, and we will not inflict on our readers a restatement of the position that we have maintained from the very beginning of the movement; but we would call attention to some statistics given in the Oxford memorial which traverse one of the main contentions of the Whitehall Memorandum, viz., that, in promoting the training of teachers—at any rate, of men teachers—the Register has proved a complete failure. "In Oxford alone the number of men taking a course of professional instruction during the current academic year has increased to fifty. At Cambridge since 1902 the number of candidates examined in the Theory of Education has steadily risen year by year from 145 to 262." The reasons are added why this increase in the number of trained teachers is not reflected in the Register. There has not been time since the Register came into operation for men who commenced residence at the University in that year to complete their course of training for a diploma, and Honours men cannot even have begun it. Further, it is only human nature to put off doing what may be done at any time; and the Board have not stimulated registration by affixing any official sanction.

We will quote the concluding words of the document:—"It will be apparent that the representatives present were unanimous in desiring that steps should be taken at this juncture to preserve the training of secondary teachers from any set-back or discouragement."

Numerous minor difficulties are involved in the abolition of the Register which Mr. Birrell did not foresee, or, at any rate, failed to forestall, when he announced his *coup d'état*. Recent schemes for endowed schools will need redrafting, as we pointed out last month. The promise to return the registration fee when made by a public Department which rarely disburses moneys received has an air of generosity; but suppose the proffered guineas are refused? Will not the registered in that case be legally entitled to style themselves registered teachers? And what of the claims already advanced for expenses incurred in order to qualify for the Register, in accordance with the express recommendation of the Council? Surely in equity they are equally valid. What, again, is to become of the Council's staff who were engaged, "quoad se bene gesserint," on the implicit understanding that the posts were permanent? What will be done with the material Register, the folios and cards on which the names are inscribed? Will they be preserved at Whitehall, or presented to the British Museum as a curiosity?

These may seem trifles hardly deserving the consideration of a Minister of State, but they all go to show that the decision was arrived at in a hurry. There is ample time before Clause 36 of the Bill is reached for Mr. Birrell, who has already given proof of his fairness and broad-mindedness, to repent at leisure. The main issue that he has to decide is plain. Are English teachers to become a branch of the Civil Service or one of the learned professions? Policy, as well as justice, pleads for a year's delay before passing sentence. It is surely prudent to lighten an overloaded Bill and abandon a most contentious and impertinent clause, even if its author regards it merely as a tub to the whale.

THE SCHOOL AS A SOCIAL CENTRE.

DURING the last few weeks the tariff (or fiscal) reformer has been shelved and the social reformer has taken his place. We have rejected the prosperity of the hothouse and have preferred the improvement which can be effected by social legislation. The present agitation has made it clear that no traditional point of view, no hitherto accepted principle is too sacred to be criticized; that no proposal is in danger of being refused a hearing on *a priori* grounds. When a Liberal Administration hints at a Load Line Bill for foreign ships, at old age pensions and a "back to the land" policy, and when a Minister of Education advocates in public the feeding of school-children, we may safely conclude that the last vestiges of *laissez faire* have disappeared, and we may accordingly pluck up courage to put forth ideas in our own special sphere which might well be called revolutionary.

The electorate seems, indeed, to be swinging back to an earlier point of view—to be regaining that consciousness of a national existence and of national weaknesses which was the dominant note in our ante-free-trade period; and, although we have accepted the contention of the individualists that full individual development is the goal we must reach, we are, nevertheless, prepared to interfere more than we should have done while our conception of liberty was poorer and more negative than it now is in the details of individual development.

Another strand which has woven itself into our political thinking is the conception which has brought order into so many other fields of thought—the conception of evolution. Much time and attention must, of course, be given to the setting right of existing difficulties and grievances; but this is after all hardly anything more than the mere patchwork of legislation. Real social progress is seen to be increasingly bound up with the welfare of the rising generation. Our schemes for advance become coherent and ordered when they are viewed from this standpoint, and by keeping in sight the good of the child we are likely to avoid mutually destructive conclusions and two-edged remedies. The social reformer has already realized that prevention is better than cure where the drink traffic is concerned, and there are signs that he is prepared to deal with other questions on the same lines. The interest in childhood is now greater than ever it was; but much of this interest will either evaporate or else waste itself in misdirected efforts unless it can be steadied and guided into useful channels. In other words, if machinery existed, or if there were known to be even the beginnings of a machinery, for turning this energy into effective work, social advance would rapidly become organized. But, as it is, one guild, union, or society after another springs up to do something for the children, each blessed with much enthusiasm, some money, little experience, and less skill in handling boys and girls in masses. These institutions flourish and wane and give place to others without their moving spirits ever realizing, apparently, that they are, to a great degree, wasting their energy and resources. Charity organization has made considerable strides of late; similar organization is much needed among those who wish to improve childhood.

Now the nucleus of such organization already exists: there are institutions which leave no child in the land untouched, and which are managed by those who in the lifetime they have devoted—devoted; for the payment they receive in no way represents the sacrifice and strain of the work—to the service of childhood have acquired an unrivalled knowledge, skill, and experience in dealing with the difficulties of the work. The schools are there; but the societies are enthusiastic, and would apparently rather fail gloriously than submit themselves to the cold, experienced guidance of the professional man.

But as time goes on enthusiasm begins to wane, and the earlier workers are prepared to leave their self-imposed tasks to the constituted authority, which has been awakened by their efforts to the necessities of the work they undertook. So at last the matter ends where it might have begun—as part of the business of the school. School banks, *cantines scolaires*, are *en* *ces* in point; and soon the teaching of temperance will be a part of the schoolmaster's duty.

Public departments which find that their researches and operations are not complete without reference to children have been far more ready to press the schools into their service. The Health Committee, the Poor Law Guardians, the Distress Committee make use of the school in different ways; and the Tramways Committee finds itself mysteriously (and often unwillingly) entangled in the education question by reason of the eternal shifting of population which it facilitates and the immobility of school buildings; also because of the increasing demand for excursions to parks and places of public interest that is being constantly made by teachers.

All this increased usefulness of the school is to the good, and there is no reason why a halt should be called at any given point. It is, however, necessary to remember that the schools were built and designed, and the courses and time-tables planned, from a very different point of view, and that grave difficulties arise if the newer conception of the functions of a school are merely placed, like Pelion upon Ossa, upon the older conception. It is undoubtedly because a modification of existing school organization has not accompanied the growth of the newer activities of the schools that teachers now view almost

with dismay the growth in the number of their cares and duties. They do not scorn these as mere fads or as beneath their dignity; but they simply cannot work at the continually lengthening list of subjects which utilitarians and faddists crowd into their time-tables, and at the same time serve dinners, examine eyes, measure chests, and do the hundred and one odd jobs, to say nothing of clerical returns, that have now become part of their daily duties. If the newer duties are so important—as they undoubtedly are—they should be allotted their due place in the school time-table, so that they may be done well, and without dislocating other work; and superfluous subjects, of which there are many, should be cleared out to make room for them, unless, indeed, authorities are prepared to raise the school age again. It might also be noted, perhaps, in passing, that the simplification of the time-table would be an educational as well as a social gain to the schools, and would do much to bring that alacrity and intelligence which Mr. Graham Wallas found in Parisian schools within our school walls also; while a brisker method of teaching and a rate of progress adapted to the needs of the head rather than to the needs of the tail of the class would do still more in the same direction.

If the school becomes a social centre, the schoolmaster becomes a repository of social information and a director of social inquiries—an official whose usefulness, responsibility, and professional integrity would give his pronouncements as much weight as those of, let us say, the Medical Officer of Health. Unfortunately, the schoolmaster does not, as a rule, desire such prominence. The original schoolmasters were monks—retiring individuals who kept themselves unspotted from the world—and teaching always seems to have attracted the monastic unworldly type of man.

This is a pity, not only because education in its fullest sense suffers loss thereby, but also because it has resulted in the public looking upon education as a thing apart—upon teachers as specialists who live in their own world and have little in common with their fellow-men, beings to be regarded with a mixture of awe and amusement, and who make ordinary men they meet uncomfortable because they themselves are ill at ease outside the schoolroom. Education has suffered much from the saint-like self-effacement of its professors: if, however, the schools become the recognized centres of the all-important juvenile movement, another type of man will be attracted to the work; and not only will the social usefulness of the schools increase rapidly, but their educational effectiveness will also go up by leaps and bounds as the men who wished to direct the real stream of progress take up teaching and convince the public that they are fit to enjoy full liberty and liberal support in their daily work, and are too strong and vigorous to be crushed by it into the common mould of the wistful pedagogue. At present, of course, the very reverse is the tendency; few men willingly become teachers, and many men of energy and enterprise drop continually out of the work of teaching to seek a wider range for their abilities. Thus, to keep good men where they are most needed—if for no other reason—the scope of the school should be enlarged, and the prospects, social and financial, of teaching brightened. The capital value of a great head master must be enormous. How often do the names of, say, Arnold and Temple occur in the biographies of their old boys! If men such as these were more common in our schools, the public would be in no danger of forgetting that education is but the early stage of the very complicated social question which it has to deal with, painfully and incompletely when it is fully developed; more easily, perhaps, in its earlier stages.

Even as things stand at present the schoolmaster inevitably comes into possession of a mass of facts which should prove of great value to social reformers; and, although these facts can be obtained also from other sources—although the relieving officer, the police court magistrate, the medical officer of health, the rate collector, the sanitary inspector, and many another has each his accumulation of experience, yet the schoolmaster's view is as a rule less one-sided, less prejudiced, and more humane than that of any other official. If he is a sympathetic, approachable man, he becomes the recipient of innumerable confidences, and is often asked for advice upon most unexpected subjects—the position attained by a village schoolmaster who has had two generations of children through his hands is as good an illustration of the value and significance of the teacher as any. In towns he is easily lost sight of; but the knowledge he acquires may well be of even greater value

to the authorities, especially as he reaches those who are not touched by other agencies—the quiet, shy, self-contained people who are painfully afraid of “officiousness” or “patronage” or “charity,” but who are nevertheless keenly interested in the welfare of their children, and who feel that they are “within their rights” in calling upon their children’s teacher—to whom they can consequently talk at their ease. In getting to know the thoughts and difficulties of these parents, the schoolmaster has an advantage even over the visiting curate.

Now all this knowledge ought not to remain locked up within his bosom: he has gained it in the public service, and in a very real sense it belongs to the public. He ought therefore to welcome any public use that can be made of it; and there is no harm in his calling public attention to its existence.

The teacher in an urban school realizes, more keenly perhaps than anybody else, the effect of city life upon a population. He is confronted by the fact that children ought not to be allowed to live within great cities; that a town-bred child is at a disadvantage comparable only with the inferiority of the cage-bred lion to his forest-bred relative. He knows very well that, even if the purely physical deficiencies of town-reared children can be made good by improved feeding, housing, clothing, and medical inspection, yet the vitality of his pupils must suffer as long as towns are what they must necessarily be under our modern industrial system. Overcrowding is not merely a matter of floor space and air volume per unit of population: the “towniness” of towns increases directly as, let us say, the square of their populations; and directly this “towniness” has reached a point at which town life is divorced from Nature—that is, directly a town becomes so large that a child of ten cannot reach fields and lanes in about a twenty minutes’ walk—the town begins to cripple and stunt its children, to dull them with its roar and blacken their lungs with its smoke, to suck in from the country side more vitality than it produces, and tends thus to lower the vital force of the race as a whole.

We know very well that our race cannot afford, in its competition with other races, so to handicap itself; and we need to be made to consider, as a people, whether we may not be buying our industrial prosperity at too high a rate—whether we are not paying our dividends out of our national capital, the vitality of our people.

I often wonder what the vintners buy
One half so precious as the goods they sell.

This wastage of the wine of life must be pointed out; and the schoolmaster has unique opportunities of proving his case.

The thoughtful teacher is not deceived by the apparent brightness of the urban child: he knows the percentage of dull-eyed, vacant-minded, listless, and exhausted children in his school; he knows also that the superficial smartness of the minority is, or may readily become, mere diffusiveness, inconsequence—the first stage, indeed, of mental degeneracy. The precocity of the street urchin is not a thing to give him pleasure.

In the matter of nervous stamina, of games, of interests natural to childhood, in the absence of all that slow growth of wonder and quiet pleasure which are of the essence of real, prolonged upbuilding childhood the teacher sees with more seeing eyes than the majority of his fellow-citizens; and he often marvels at the wonderful way in which natural instinct prevails over adverse circumstances. To him a skipping-rope across the pathway or a hoop entangling his feet are more than things to be cursed *sotto voce*. They are portents—and not comforting ones. Who, if not the teacher, shall speak up for children’s rights; shall call the attention of those who are neither hard of heart nor wanting in thought, but simply blind through use and wont, to the sinister significance of it all—to the vital importance of healthy childhood?

And may not the teacher venture further? May he not point out that any change in our fiscal system which stimulates manufactures will increase the size, and therefore the “towniness,” of towns; that wealth is more desirable in the form of a healthy population than in the form of increased industrial dividends?

If he were very bold, he might take even a step further and suggest that the protection of agriculture might, if accompanied by certain changes in our system of land tenure, tend towards the re-establishment of national physique; and he might even use his knowledge of the domestic economy of the poor to

explode certain popular misconceptions on the subject of “cheapness” and the “pleasures” of suburban and slum life as compared with the “dullness” of life on a large farm within reach of a great city. But such questions, together with the readjustments that would follow any modification of our present fiscal system, cannot yet, I suppose, form part of a paper in an educational journal; although they seem to me to be so closely interwoven with purely educational questions that I find it difficult to draw the line and say: “Thus far and no farther.”

Finally, if the English are the practical people they claim to be, they must consult the teachers on the religious question. It is, of course, quite natural that the leaders of the various sects should wish to capture the schools for their own purposes and should resent the intrusion of the State into a region which was designedly a forcing ground for their peculiar views. But now that the reawakening of a national consciousness (with its accompanying realization of national weaknesses) has made education a public matter, and since the State cannot prejudice the minds of its children in favour of any particular dogma—which, by the way, the children would neither understand nor feel any interest in—it behoves the practical man to ask the teacher what *he* thinks upon the subject. What would be the effect, one wonders, if the teachers’ answer were to take a form similar to that of the manifesto which several thousand doctors signed recently on the teaching of temperance?

Whatever a teacher’s own religious views may happen to be, he has, I think, a perfect right to challenge the assumption that religion can be boxed up into a lesson apart from the rest of the work of the school; and to protest against the use of the terms “religious” and “secular.” There is no such thing as secular education. If the clergy of all denominations are always urging us to bring our religion into our daily lives, they ought not to separate it from school work; to make it into a drug administered for the cure of some specific complaint—presumably original sin. We need, on the contrary, a religious atmosphere—not a sacerdotal atmosphere—the tone which pervades a school in which honest, hard, happy work is going unhurriedly forward. If the teachers are a monastic race, and consequently too retiring for the noise and strife of “religious” controversy, they can at least quote the old monastic motto: “To labour is to pray.” And in so doing they will arouse many sympathies. It is almost comic to let a man say what he will for four and a half hours a day, and then to watch and check every word he utters in the other half-hour. The definiteness of the “definite religious instruction” can be estimated by anybody who takes the trouble to look over Scripture papers written by school-children. And who can wonder at their lapses when one remembers that the whole subject is an abstraction to them, uneducationally taught of necessity? Has not a well known cleric recently confessed that as a boy he used to pray thus into his hat on Sunday mornings: “Lincoln, Bennett, & Co., Hat makers to Her Majesty the Queen. Extra quality. Sackville Street, Piccadilly, London. Honi soit qui mal y pense. Dieu et mon droit.—Amen.” And what would Prof. Armstrong say to the bishop who recently maintained, when speaking on religious instruction, that all teaching rested simply on the authority of the teacher?

If some of the attention which is now given to so-called religious instruction were given to the actual conditions of school work, a more religious tone would prevail in many a school. The most orthodox theology is as a mere feather-weight in the scale in comparison with the demoralizing effect of some practices—the mark system, for instance—that an ignorant or misguidedly sentimental public opinion forces upon schools of all grades.

FRANK J. ADKINS.

THE Princess Royal has consented to become patroness of a performance of Mr. Swinburne’s “Atalanta in Calydon” which is being organized, with the author’s permission, by Miss Elsie Fogerty for the benefit of the fund being raised to procure a new site and building for Bedford College for Women, University of London, York Place, London, W. The performance will take place on Monday, June 11, at 3 p.m., at the Scala Theatre, Charlotte Street, Tottenham Court Road. This will be the first time that Mr. Swinburne’s tragedy has been publicly performed in England.

A DAY'S CORRESPONDENCE ON THE BILL.

WE took last month a single issue of the *Times* as a sample of the education controversy, and that of April 30 tempts us to repeat our analysis. The Bishop of Southwark leads off by a declaration that "the Education Bill has sent a thrill of indignation through the whole Church of England, and is calling out a determined and united opposition from Churchmen." That will suffice. The Bishop of Hereford, who follows, shows that even the Bench is not united. He appeals to thoughtful Church people, both lay and clerical, to take no part in "the sweeping, uncompromising, and reckless opposition to the whole Bill, stimulated and embittered by the fiery declamation of some earnest, but short-sighted, zealots." Public control and the abolition of tests followed inevitably on the acceptance of rate aid, and the outcry against the supersession of trusts should have been directed against the Government of 1902. "The wild ecclesiastical outcry against Bible teaching to be given by the regular school teachers casts an undeserved reflection on the profession of teachers and an equally undeserved suspicion upon the members of our Local Education Authorities." The wise policy of Churchmen is to accept the second reading of the Bill and seek to secure amendments in the Committee stage—e.g., (1) liberty for the staff to give denominational teaching voluntarily and not as a part of their duties, (2) facilities for such teaching to be extended to all schools, (3) in schools with extra facilities a provision to secure that teachers shall belong to the same denomination as the majority.

The Bishop of Chichester states that in 1902 the Church of England raised for its schools six times as much as all the dissenting bodies put together, and yet the Bill "sweeps away practically all these schools."

Mr. Chamberlain would personally prefer secularism, but he will oppose a Bill which "transfers the grievance in an exaggerated form from the shoulders of Dissenters to those of every other sect in the country, and provides a million a year in the endowment of a new religion." Will Churchmen welcome as an ally a Secularist who looks on the Church of England as one of the sects?

The Bishop of Ripon proposes a *concordat*. He advises acceptance of the Bill with a slight amendment: "Facilities for denominational teaching to be given in all schools once or twice in the week—such teaching to be given (a) at the cost of the denomination, (b) at the usual hour for religious instruction, (c) by an authorized representative of the denomination, or by any member of the school staff who may be willing to undertake it under agreement with the denomination." We welcome the letter as a *sors Vergiliana*—

via prima salutis,
Quod minime reris, Graia pandetur ab urbe.

Lastly, the Dean of Norwich writes to point out that there is no connexion between the religious test that he would retain and the Test Act repealed in 1828. All he demands is a guarantee that the teacher of religion is competent to give religious instruction, just as the French teacher is required to give proof of his knowledge of French. But is not the Dean himself playing with words? No one would object to a test in Biblical knowledge; but, if every French teacher were compelled to declare himself a follower of Gouin or Alge or Berlitz, the Modern Language Association would protest no less strongly than the N.U.T. has protested.

SOCIETY OF FRIENDS ON THE REGISTER.—The Central Education Committee of the Society of Friends has heard with regret of the intention of the Government to abolish the present Register of Teachers without proposing any adequate substitute. For more than fifty years the Society of Friends has laid stress on the importance of training for the teaching profession, and, in the experience of the schools under its care, the present Register has not only proved a strong incentive to teachers to obtain full qualifications, but has also impressed them with the essential value of professional training. Three of these schools have been recognized for the training of teachers, two of them for men. The Committee therefore earnestly urge on the Government the need of maintaining some form of Register which will do justice to those who have made efforts and sacrifices in order to obtain a position on the present Register, will continue to emphasize the importance of training for teachers, and will help to raise the status of the profession.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Of "methods" for teaching modern languages there is no end; and in the rapturous welcome of each new-comer we are liable to forget the real serviceability of many old-fashioned processes. But over this general truth we must not here linger. We will but call attention to one particular method, or auxiliary of a method, which seems to be gaining ground in France: boys are encouraged to conduct debates in the modern language that they are studying. Thus at the *lycée* of Le Havre, a debating society, over which one of the teachers of English presides, holds weekly meetings for the discussion of such questions as vegetarianism, the relative merits of country and town, a comparison between tennis and football, or the duration of the holidays. The subjects are announced a fortnight in advance, and the speakers are likewise chosen beforehand. Members of the society take turns in drawing up minutes of the proceedings. Such exercises seem to us likely to be productive of good for pupils who have gone far with their studies in the language. As to another form of debating, we have the most honest doubts. At the *Lycée Michelet*, of Paris, the "Académie"—a society of the pupils that has been formed to organize literary and musical *matinées*—lately arranged a polyglot discussion: a French boy, an English, a German, and a Spanish boy holding forth, each in his own tongue, on the unforeseen subject "*Le bouton à quatre trous: son origine, son utilité.*" There are English public schools at which the performance would hardly have made for true education.

Foreigners who have taken the doctor's degree at Paris have appealed to the University for authority to assume in their native land some emblem that may show their rank. The Council of the University has granted them permission to wear over the gown of any foreign University *Péplage à trois rangs d'hermine* in the colours of the town of Paris. If the doctor be not entitled to the gown of any University, he may adopt the ordinary black gown of French public instruction.

But we pass to a more important topic. It looks as if France were really about to introduce some scheme of free secondary education. M. Massé had prepared a bill, which was referred to the Education Committee, for giving effect to the aspirations for this vital change. His project falls to the ground for the present, owing to the dissolution of the Chamber. But we shall hear of it again; so that the details are interesting. The preamble sets forth that at present the system of secondary education in France is not in harmony with the political régime, which is at once democratic and republican. The *lycées* and *collèges* are practically reserved for paying customers. If there are scholarships and remissions of fees, they are but the concessions of wealth to poverty. It is only incidentally, and in isolated cases, that the people profit by an institution that imposes a burden on the national exchequer. Yet the Republic should choose indiscriminately from all classes of society those choice minds that are fittest for its highest work. What it does in fact is to sell secondary education like an article of luxury. The paying *clientèle* has its place in the *lycées*, but only the second place; the first belongs to those who are capable of transmitting to the people down to its lowest stratum the lessons of science and modern thought. As to its actual proposals, the bill is of a tentative character. It would organize two free sections in one or two *lycées* of every *académie*, and only for the second cycle. Each section would comprise four classes: *troisième*, *seconde*, *première*, and *Philosophie* or *Mathématiques*. The sections specified are A (which studies Greek and Latin) and D (science and modern languages). They would be formed of pupils selected by competition from the primary and secondary schools of the *académie*.

M. C.-A. Laissant, Examiner at the *Ecole polytechnique*, dedicates to the friends of childhood a book that he calls "*Initiation mathématique*," in which he employs amusing questions as a means of exciting the curiosity of children and so instilling into them first notions of mathematics. Thus geometrical progression is introduced through the story of a man who, having a house reached by 26 steps, required a purchaser to place one centime on the lowest step and to double the amount for each succeeding step. It is an example of progression that has appeared in many forms. New to us is the following problem. Ask pupils what is the largest number that can be formed with three 9's. They will reply 999. No; the answer is 9⁹⁹; that is to say, 9 raised to the power 99, or, as M. Laissant calculates, 387,420,489. These things are puerilities, we shall be told. That is true; but it is just with puerilities that a child may often be most fitly approached. It is senilities (Greek "trees," for example) that we would banish from our class-rooms, not puerilities, so long as they be aptly chosen and applied.

Attractions to Mathematics. M. C.-A. Laissant, Examiner at the *Ecole polytechnique*, dedicates to the friends of childhood a book that he calls "*Initiation mathématique*," in which he employs amusing questions as a means of exciting the curiosity of children and so instilling into them first notions of mathematics.

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GERMANY.

Those who are weary of the "religious difficulty" may perhaps be willing to turn their minds for a few moments to the

The New Pedagogy.

pedagogy, a science about which the manipulators of the aforesaid difficulty care little and know less. The watchword of the New Pedagogy in Germany is *Persönlichkeit*, personality, and its aim is *die Pflege der Persönlichkeit*, the cultivation of the personality. What it would realize is determined not by religious and moral considerations, not by political and social circumstances, but by the child himself. The child is to be educated not for some external purpose or to fit him for use as the instrument of others, but for himself and his own perfecting. This perfecting is not directly with a view to his happiness—that was the scope of the old Eudæmonistic Pedagogy. Nor does the New Pedagogy seek to convert its objects into normal men, harmoniously developed, as Early Humanism sought. It begins with the assumption that every child has a distinct personality, to preserve and foster which must be the end that the educator pursues. Since Nature plainly requires variety of type, it is contrary to Nature to shape all children with the same mould, as if uniformity of mind and character were a legitimate goal. Diversity rather than uniformity is to be approved. And the individual personality must not be fashioned from without by such an artificial enlargement of the circle of thought as Herbart, for example, prescribes: it must only be stimulated by education and must, in the main, unfold itself, as a flower grows from its innate life. The method of instruction must be accommodated to the object proposed: it must not cram dead knowledge in, but incite to attainment. Neither catechesis, with artful arrangement of question and answer, nor preservative instruction (*darstellender Unterricht*) will serve the purpose. Instruction must, as far as possible, start with little problems that the child can solve for himself. His right to put questions to the teacher must be freely conceded; and, once stirred to think, he must then be at liberty to follow untrammelled the direction of his thought and to draw his own conclusions.

Our readers will see that the New Pedagogy is essentially a reaction against that uniform training often alleged to be one of the chief faults of our English public schools.

Thoughts about it.

Boys are educated in large groups from a quite prosaic regard for economy, and the system inevitably results in a certain sameness of type. But the stamp is frequently a good one. And education in a society to be a loyal member of it is a fit preparation for the larger life of a community of citizens. Time is doubtless often wasted in a conflict with Nature. But we are liable to underrate her power to care for herself. William Morris could go through Marlborough and Oxford and remain William Morris, with small distinctive impress of either institution. Even in the schools where boys are most fully occupied there are intervals when they may follow the bent of their own thoughts and inclinations. Those who are keen in scenting out "religious difficulties" will observe, by the way, that the New Pedagogy overlooks or rejects the doctrine of original sin.

Both in France and Germany there is much talk of the means to be employed for the training of primary teachers. In France it is urged that the normal schools are useless, since the *lycées* and the Universities combined could do their work. Multiplying Universities, as

The Training of Primary Teachers.

we are multiplying them in England, we may perhaps be rendering some other parts of our educational machinery superfluous. In Germany, Dr. Richard Seyfert's proposals are attracting no little attention. He does not suggest the abolition of the *Seminare* (training colleges), but he would transform them. After the *Volksschule*, raised and improved, he would put a *Seminar* of five classes, having for its aim not special, but general, education, and seeking above all—this is the New Pedagogy—to develop the personality of its pupils. They would proceed from this institution to a pedagogic academy (to be newly created), having a two years' course, in which the future teachers would receive their professional training. The obligatory subjects in such an academy would be philosophy, German, and pedagogy; whilst there would also be instruction in *Realien*, languages, and music. Secondary teachers would likewise be trained in the pedagogic academy. The matter interests us as a sign of the growing tendency to demand for primary teachers a wider and more liberal education. If we are indeed to have a national education, no educational advantages should be grudged to those who will have to educate the great majority of the nation.

From the making of teachers we pass to the making of officers. The regulations for the *Fähnrichprüfung* (examination for the rank of ensign), to which we are about to refer, are, if not exactly new, none the less instructive. First of all, they show that the German military authorities have small love for army crammers. "The requirements," it is stated, are so measured that a young man who has undergone regular school instruction and is qualified for admission to *Prima* (say sixth form) does not need to attend any special place of preparation before presenting himself for the examination. If he finds it necessary to revise or supplement what he has learned, he can easily do so by himself." Seven subjects are set for those coming from each of the three higher schools.

Those from the *Gymnasium* must offer German, Latin, Greek, French or English, history, geography, and mathematics; those from the *Realgymnasium*, German, Latin, French, English or Russian, history, geography, and mathematics; and the *Oberrealschüler*, German, French, English or Russian, history, geography, mathematics, and natural science. This last-mentioned subject is accepted now for the first time as a full equivalent for Latin: the examination in it is oral, and embraces chemistry and physics. But what heavy doses of languages! Those who contend that verbal subjects have received an undue share of attention in schools may draw justifying examples in abundance from Germany. It will be seen that for the *Fähnrichprüfung*, in the case both of the *Gymnasium* and the *Realgymnasium*, five subjects belong to the category of verbal studies and only two to the department of mathematics and science; and this for future officers!

But now enough. Germany, as the newspapers will make clear, has also her own "religious difficulty" just at present. We will not expatiate thereon, deeming one "religious difficulty" at a time to be enough for any man or any nation.

UNITED STATES.

So far as educational institutions are concerned, the partial destruction of the Stanford University has been perhaps the most striking effect of the earthquake at San Francisco. Founded by Senator Leland in memory of a child, who died at the age of sixteen, it was laid out on the plan of the old California missions. An inner quadrangle surrounded a court, whilst a series of outer quadrangles, consisting of two or three storied buildings, were connected with the main quadrangle by means of arcades. Opened to students in 1891, the infant University, owing to legal and other difficulties, had at first to fight hard for life. It had grown to strength before this latest blow fell, and possessed an endowment estimated at thirty-three million dollars. The trustees will thus be able to proceed at once with the work of restoration; and the earthquake will doubtless be remembered only as an episode in the history of a hardy and adventurous youth.

The National Educational Association had arranged to meet at San Francisco this summer. It seems that the design of assembling there will be carried out unless the citizens declare themselves unable to entertain

The Teachers of San Francisco.

visitors. As to the teachers of the cruelly ravaged city, it is satisfactory to learn that they enjoy an unusually favourable position. Supervisors of music and drawing receive 135 dollars a month, of manual training and physical culture 150 dollars. The principals of high schools are paid 250 dollars a month, heads of departments 150 dollars, whilst assistants begin at 100 dollars, this salary rising by annual increments for four years to 140 dollars. The *School Journal*, to which we owe these details, gives the following account of the educational system:—"In San Francisco, in addition to the scholarship test, before it is possible to obtain an appointment each candidate must pass a competitive written besides an oral examination on the theory and practice of education. All obtaining a passing mark are listed and ranked according to their marks, and substitutes are taken from this list in strict order. Only the grammar and primary schools are under the civil service régime. After appointment, all teachers are on probation for two years; then, if their work is satisfactory, they have a life position, unless found guilty of immoral conduct, insubordination, &c. Certificates are valid for six years, and after five years in the city of San Francisco and throughout the State certificates can be made permanent. While the examinations are not very difficult, especially for those who have had some experience in teaching, they are sufficiently so to keep the teaching force up to a high mark of efficiency."

Bishop Woodcock told at Louisville the story of an Australian ranch "run" by four men, one a graduate of Oxford, one of Heidelberg, and one of Leipzig, the fourth being a man who could neither read nor write, but who owned the ranch and employed the other three. We feel bound to believe the story, since it was sponsored by a bishop, although it looks like an old acquaintance in a new dress. We venture to hope that Bishop Woodcock added a few words of pity for the ranch owner, whose sorry figure in the presence of his subordinates must serve as a continual advertisement for schools and colleges. That, we take it, is the true point of the story.

A Bishop's Story.

CANADA.

The Minister of Education for the province of Ontario, in concluding his annual report for the year 1905, regrets that the general tone of it is not more optimistic. An educational system depends for its efficiency on

Of Teachers.

nothing so much as on the teacher. In this respect the present situation of the Province is not reassuring. The proportion of men teachers is rapidly decreasing, while the new male recruits for the educational service are so few that they may almost be disregarded. Often it is hard to get even women teachers for rural schools, because of the isolation and other unfavourable conditions. They will accept less remuneration in a town school. In this lack of qualified persons the pernicious system of granting temporary certificates or "permits" to unqualified applicants

is still in vogue. The Minister appeals for united action on the part of parents, school officials, and all concerned in school administration to aid him in overcoming an evil of the magnitude of which he seems quite conscious. The average salary of a man teacher is 485 dollars; of a woman teacher, 335 dollars. The best remedy for the evil would be to double the figures.

If the number of public schools shows a slight increase, there is a falling off both in the number of enrolled pupils and in the average daily attendance. It is satisfactory to observe that the number of kindergartens has risen from 123 to 129. The secondary schools (high schools and continuation classes) have added a small percentage to their pupils. Of the schools in general, the rural schools show the greatest decline, principally owing to the movement, now for many years in progress, of the farming population to North-Western Canada and to the cities and towns of Ontario itself.

INDIA.

The Madras Educational Department has decided to award a hundred and eighty scholarships annually in recognized technical, industrial, or art schools or classes in the Presidency. The scholarships range in value from one rupee to ten rupees a month, and will be tenable in some cases for one year and in others for two years. And, as to India generally, a movement is on foot to induce the Government to make substantial grants for the establishment of technical colleges and schools throughout the peninsula, and for the foundation of at least one great central polytechnic institute.

The Report of Public Instruction in Jaipur State (1903-4) shows that of the boys of school-going age 96 per cent. were enrolled as scholars; of girls 37 per cent. Those who seek to discredit the use of books in schools will regard the Director of Public Instruction as being of reactionary tendencies. He writes: "The largest numbers of the indigenous schools were the Hindi Chatsalas. Their one common defect is that they use no printed books. The Joshis begin with multiplication table and arithmetic, and their only aim is to make their students good calculators and adepts in bazaar accounts. It has been my endeavour to gradually introduce the use of printed books into these schools, and to do this Hindi readers are distributed *gratis* as prizes to the students of such schools at the time of inspection." Turning to the Report for Gwalior in the same year, we observe that girls there are better off. Of boys of school-going age 85.3 per cent. are under instruction; of girls 53.4 per cent. The Report explains why the relative proportion of girls at school is larger. "Under the fostering care of his Highness, female education is growing more and more popular in this State. Popular reluctance is being overcome by explaining the advantages of female education in public meetings, and by showing to village people the work in sewing and knitting done by the girls of the Maharani's Girls' School."

AUSTRALIA.

There is likely to be a lull in educational legislation in the bigger States of the Australian Commonwealth for a year or so, though sectional agitation for further instalments of reform and expansions of University activity will go on without remission of energy. The Queensland Government, now headed by a Labour Premier, Mr. Kidston, has shelved the responsibility of grappling with the proposal to reintroduce official Bible teaching in State schools by announcing that, with the co-operation of the Federal Authorities, a referendum will be taken at the Commonwealth elections at the end of this year. The South Australian Government, which recently parted with one of its smartest educational servants, Mr. Neale, who became Director of Education to the island State of Tasmania, is now complaining that Mr. Neale is tempting away to "the garden State" others of its clever and ambitious teachers. The South Australian Government has a Labour Premier, Mr. Price, but that fact does not prevent the liveliest of objections being entertained by the Local Ministry to a fluid State educational service.

Most of the Australian Rhodes Scholars for 1906 have now been selected. As usual the majority of them graduated from State elementary schools. Mr. J. A. Seitz, the Victorian scholar, a lad of twenty-two, now one of the assistant masters in a Melbourne suburban grammar school, began in a State school and rose by means of scholarships. Australian democracy is proud to know that Oxford is to be leavened with ex-State-school boys. Mr. Seitz is a "sport," and in 1904 made 195 runs in a match between Trinity and Ormond Colleges here (Melbourne).

Military and naval training is greatly interesting the Australian Universities just now. Sydney has decided on a Chair of Military Studies. Melbourne is to go one better with a Chair of Naval Science. At a meeting of the University Council held on March 5, Dr. Barrett moved, Mr. H. B. Higgins, M.P., seconded, and it was unanimously resolved: "That the Minister of Defence be respectfully requested to afford him facilities for obtaining the necessary information and for reporting to the Government and to the University respecting the best method of establishing a School of Naval Science in the University of

Melbourne." Captain Cresswell, the Australian Naval Director, now on a visit to England, was, Dr. Barrett said, willing to carry this out. If the Minister acquiesced, it could be put in form, and Captain Cresswell could be advised at once. It seemed that Australia was going to be a maritime nation, and that therefore naval architects would be wanted.

At the same meeting at which the naval resolution was passed another most interesting motion was carried. It called on the Professorial Board to "advise the Council respecting the desirability of organizing a method of physical training and of military instruction for all undergraduates at the University." This is eloquent testimony to the growth of the movement in Australia for the compulsory training of the young in the use of arms and simple drill. By means of this movement, the widespread rifle clubs, and the numerous cadet corps the bogey of conscription is being fended off.

The new State Boards in Victoria set up for the registration of all secondary teachers and for the classification of State teachers have begun their existence under favourable auspices. It will be a few years before their work effects a complete weeding out of incompetent pedagogues, but their mere initiation has already had a good influence in "tuning up" the existing small secondary schools and preventing the spread of sweated suburban dames' schools.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE Committee met on April 7. Present: The Rev. H. Wesley Dennis (Chairman), Miss H. Busk, Mr. R. F. Charles, Mr. H. V. Dawes, Mr. C. Granville, Mr. J. N. Hetherington, Mr. H. A. Nesbitt, Miss E. Newton, Miss E. J. Notcutt, Miss M. Penstone, Mr. F. Storr, Mrs. J. S. Turner, and Mr. Trevor Walsh.

The heads of the twenty-second Annual Report of the Council were settled.

On the subject of the proposed abandonment of the Teachers' Register the following resolution was carried and sent to the President of the Board of Education:—"The Council of the Teachers' Guild, while agreeing with the President of the Board of Education that the present scheme of registration has not been found workable and had better be terminated, hope that the Education Bill will confer powers on the Board to prepare and put in force a revised scheme for the registration of teachers."

Forty applicants were elected to membership of the Guild: viz., Central Guild, 16. Branches: Bath, 7; Bournemouth, 1; Cheltenham, 2; Dublin and Central Irish, 1; Guernsey, 11; Oxford, 2.

The arrangements for the Annual General Meeting and the Presidential Address were settled.

Reports from the Finance and Organizing Committees, and a Report from a joint sitting of the latter with the Political Committee, were received and adopted.

The Council met again on May 10. Present: The Chairman, the Rev. J. O. Bevan, Mr. H. C. Bowen, Miss Busk, Miss F. Edwards, Mr. Granville, Mr. Hetherington, Prof. W. H. H. Hudson, Mr. A. Kahn, Prof. Lyde, Miss Penstone, Mr. Storr, and Mr. J. S. Wise.

The draft Annual Report of the Council, to be presented to members, with the accounts, at the General Meeting on May 22, was read out and discussed, clause by clause, and settled.

The hearty thanks of the Council were voted to the Sheffield Branch for their reception and entertainment of the Guild at the General Conference in April.

Reports from the Finance and Holiday Resorts Committees were received and adopted.

The proceedings of the Officers' Meeting at the Sheffield Conference were also reported.

Ten applicants for membership of the Central Guild were elected.

The Preliminary Committee to consider the desirability of organizing a General Education Congress to meet annually in London in the Christmas holidays met in the National Society's offices, Westminster, on May 17. The Guild had selected twenty educational associations, including itself, to be asked to take part in this meeting. Of these fifteen appointed representatives. There was an attendance of thirty persons, representing fourteen out of the fifteen. The Chairman of the Guild Council was voted to the chair, and on his leaving, near the end of the sitting, the President of the National Union of Teachers succeeded him, on his invitation. The meeting agreed, *nem. con.*, that the establishment of such a Congress to deal with purely educational

questions was desirable, and the representatives present undertook to report this decision to their respective associations, with a view to the appointment of a Provisional Committee to make detailed suggestions.

The Annual General Meeting of the Teachers' Guild for the year 1906 was held in University College, Gower Street, W.C., on May 22, at 7.30 p.m., the Chairman of Council (the Rev. H. Wesley Dennis) presiding. There were about eighty members present. The Annual Report of the Council and Statement of Accounts were presented. It was agreed to take them as read.

Attention was called to the attitude of the Council, as explained in the introductory paragraph of the Report, towards the proposal to abandon the Teachers' Register and especially to the opinion expressed that "The Guild and all associations of teachers that are like-minded on this subject should press strenuously for the establishment of a Statutory Educational Council," as suggested by the Bryce Commission in its Report (1896), "to which the formation of a comprehensive Register shall be entrusted, and for the drafting, in the first instance, into that Register of all who are already on Column B of the Register of 1902, and of such members of Column A as possess the credentials to be required by such a Council, on payment of the same fee as has been paid by Column B members."

On the subject of schemes for secondary endowed schools, dealt with on pages 8 and 9 of the Report as circulated at the meeting, Mr. Thomas Allen (Worcester) proposed that the schemes to be collected by Council, as announced, should be sent down to the Central Guild and to all Branches.

The Report, as printed, with the statement of accounts, was approved for circulation, *nem. con.*

An explanation of the loss on the subscriptions for *The Journal of Education* supplied to members was given in response to an inquiry from Mr. Allen. The explanation showed that on a proper adjustment of the statement of accounts current and the balance-sheet the loss under this head in the year 1905 was £11. 19s. 11d., of which £7. 10s. represented the cost of supplying *The Journal* to twenty-five life members, whose subscriptions had been paid in past years, and were in part capitalized in the Endowment Fund, leaving £4. 9s. 11d. not fully accounted for, but mainly the result of unavoidable wastage, owing to the subscriptions for *The Journal* allowing no margin over the cost of supplying copies to those who paid for it.

The second resolution on the agenda, dealing with the election of new general members of Council, and of an auditor of the accounts of 1906, was carried *nem. con.* Under this resolution the following were elected to the Council:—Augustus Kahn, Esq., M.A., Lecturer at University College, and Head of Commercial Department, University College School, W.C. (a member of Council co-opted since last Annual General Meeting); Miss Mary Cocking, L.L.A., Head Mistress of the Holborn Estate Girls' School, W.C.; the Rev. R. Hudson, M.A., Principal of St. Mark's Training College, Chelsea, S.W.; Miss Emily E. Kyle, B.A., Vice-Principal of the Home and Colonial Training College, Highbury Hill, N.; Miss M. W. Tullis, Principal of Leatherhead Court, Leatherhead, Surrey; and Mrs. Harold Cox, accountant and auditor, 6 Raymond Buildings, Gray's Inn, W.C., was appointed Auditor of the accounts of 1906.

On the motion of Mr. Allen the meeting expressed the following opinions as to amendments that should be incorporated in all schemes of the Charity Commissioners and Board of Education:—(1) That the clause entitled "Dismissal without cause assigned" should be expunged. (2) That to the clause entitled "Dismissal for cause assigned" there should be added the words "Before the first meeting (of Governors) there shall be sent to the Head Master a copy of the charge or charges he has to meet." (3) That the clause entitled "Declaration of Head Master" should be expunged. (4) That the schemes should provide for both head and assistant masters a right of appeal, in case of dismissal, to the Board of Education.

On the conclusion of the business of the meeting members went to the Botanical Theatre of the College, where other members were waiting, for the Address of the President of the Guild, Dr. Alex. Hill, Master of Downing College, Cambridge, on "The Acquisition of Language and its Relation to Thought." The address, which occupied more than an hour, was listened to with the closest interest throughout. A hearty vote of thanks to the President for his address was moved by Mr. H. C. Bowen, seconded by Mr. J. N. Hetherington, and carried by acclamation. Members of the Guild will have the advantage of reading it in full in the *Teachers' Guild Quarterly*, June number. (Price of the *Quarterly* to non-members, 6d.)

We append a short summary of the Annual Report. The introductory paragraph, from which an extract has already been taken, deals with the Teachers' Register at some length, and examines some of the arguments set out in the unsigned memorandum of the Board of Education on the subject of the abandonment of the Register. It attempts to show that, even if from the point of view of the Board, in regard to its own requirements, the Register may be of no service, it is essential for the purposes of a teaching profession, as such, and suggests a constructive plan of action as already set out in the account of our Annual General Meeting.

Short reference is made to the Education Bill, apart from Clause 36 (abandonment of Register). The Report points out that the Guild, being an undenominational body, is not likely to be able to come to any general agreement as to the merits of the Bill in so far as Part I., which raises the religious difficulty, is concerned. "The Chief Work of the Year" is the title of a long paragraph, which contains the real kernel of the Report viewed as a claim on the continued support of members. The paragraph sets out the memorandum of the Council on "The Remuneration and Tenure Conditions of Teachers in Secondary Schools"—in many ways, perhaps, the most important utterance of the Council, and one which has secured wide-spread attention. It passes on to mention the auspicious start made by the new Education Society of the Teachers' Guild in lectures by prominent authorities—Prof. Lloyd Morgan, Mr. Keatinge, and Mr. Arthur Sidgwick, and in discussions and observations on "The Teaching of English" and "The Teaching of Mathematics." It then mentions the scheme for an Annual Congress of Educational Associations, and the proposal to appoint a Scottish and an Irish Committee of Council, in order that the Council may be "kept in better touch with the educational needs of the sister kingdoms," the Guild being "The Teachers' Guild of Great Britain and Ireland." Reference is made to the action of the Council in connexion with the new schemes for Ipswich and for Tiverton. The Chairman's letter to the President of the Board of Education on the subject of "The Teaching of Thrift in Schools" is set out in full, also the memorandum on the question of excluding from primary schools children under five years of age.

An account of the General Conference at Sheffield in April, 1906, forms the next paragraph, which is followed by a statement on the subject of the Modern Languages Holiday Courses organized by the Guild, with an attendance of 130 students in four centres, French, German, and Spanish, in 1905.

The next subject is the Special Deficit Reduction Fund, which stands at £405. 9s. 9d., and has proved sufficient to wipe out, very nearly, the adverse balance which seriously hampered the Council at the beginning of the year. The arrangements for further retrenchment to avoid the accumulation of a new deficit are explained.

The resignation of the Chairmanship of Council by Mr. S. H. Butcher, on his election to Parliament, is mentioned, with regret at losing his valuable help; and the death of four prominent friends of the Guild who have held official positions in its organization is noted.

The Benevolent Fund, Library and Bureau of Information, Legal Advice, and Investment and Assurance departments, and the *Teachers' Guild Quarterly*, supply the next headings of the Report, and are followed by a short paragraph on "The Central Guild and the Branches."

The concluding paragraph expresses the feeling of the Council that "the two main immediate objects at which they and the whole Guild should aim are professional unity and the training of all teachers," and adds that "it was chiefly for the purpose of promoting professional unity and training, with their consequences, that the Guild came into existence."

BRANCHES.

Bath and East Somerset.—A revival of interest in the work of the Guild has lately been shown by this Branch. The Annual General Meeting was held on Wednesday, February 7. There was a fair attendance of members, and the following were elected officers for the current year:—President, Mr. A. Trice-Martin, M.A., F.S.A.; Vice-President, Mr. W. P. Workman, M.A.; Hon. Librarian, Miss Hulland; Hon. Secretary and Treasurer, Mr. H. T. Barnard Hodges, B.A. General regret was expressed by the Committee and members at the resignation, owing to stress of other duties, of Mr. S. Edwards, who for many years past has done such good service to the Guild both as member of the Council and also as Hon. Secretary and Treasurer of the local Branch. With regard to the communication from the Council respecting representation being made to the Local Authorities as to the proper remuneration of teachers and the system of tenure, it was unanimously resolved (upon the proposal of Miss Blake, Principal of the Royal School, Bath): "That the Branch expresses its hearty support of, and sympathy with, the general purport of the suggestion of the Council; but regrets that the question of pensions was not included in the same." Mr. E. W. Symons, M.A. (Head Master of King Edward VI. School), was elected as corresponding member of the Education Society, and the names of seven new members were received. The second meeting of the Branch took place on March 28, when a considerable number of members attended. A visit was first made to the well known Roman Baths, permission to view them having been kindly accorded by the Mayor of Bath (Mr. C. Oliver). There the members had the pleasure of listening to a very interesting address by the President upon the historical side of the subject, which was followed by a lengthy inspection of the Baths themselves under the guidance of Mr. A. F. Taylor, the City Architect, to whom the members are deeply indebted for the benefit of his practical knowledge and wide local research. An adjournment was made for tea, which was kindly provided by the Hon. Secretary; and afterwards a visit was paid to the

noble Abbey Church of Bath, over which the party were personally conducted by the Rector, the Rev. Prebendary Boyd, M.A., who gave a most interesting and detailed account of the Abbey from the earliest times, and pointed out the remains of the original Norman church, which are now mostly underground. The third meeting was held on Wednesday, May 16, at the Literary Institution, when a large number of members attended to hear a most able and instructive address by Mr. R. H. Chope, B.A., upon the "New Geometry." Mr. Chope pointed out many drawbacks and inconsistencies in the methods of Euclid, and maintained that when mathematicians could agree upon a uniform and suitable sequence of propositions the New Geometry would be recognized as a thoroughly efficient system, more practical—though, perhaps, somewhat less logical from a philosopher's point of view—than that of Euclid.

Glasgow and West of Scotland.—The Branch held its Annual Meeting on May 15, in the Church of Scotland Training College, Glasgow, Mr. Dan. G. Miller, M.A., the President, in the chair. There was a good attendance of members present when the Honorary Secretary rose to read the Committee's report for the year. The report shows that the Branch is in a most prosperous condition. The session just closed has been marked not only by an excellent series of lectures and discussions, but also by a steady increase in the membership. The Treasurer's accounts also show a handsome balance to the credit of the Branch. During the year the Committee have been able to co-operate with the committees of two other educational associations in Glasgow, so that joint meetings with these were arranged and carried through. The Branch continues to take an active interest in current educational problems. "The Teaching of Geography and its importance in Commerce"—a question which has been much before the public lately—was the subject of a special paper in November, and since then resolutions, embodying suggestions which the Branch believes would tend to make the teaching of geography more effective and place it on a basis more commensurate with its practical value and utility have been adopted by the Committee and submitted to the Scotch Education Department and other public bodies interested. The question of public libraries and their accessibility to the teacher was also before the Branch, and overtures have been made to other educational institutions and associations in Scotland to co-operate with the Branch in discovering how the wants of the profession in this direction may be best satisfied. The Branch is also in communication with the Royal Scottish Geographical Society, and it is hoped that before the beginning of next session members of the Branch will have the privilege of becoming members of the Society on special terms. The Branch welcomes the formation of an Education Society in connexion with the Guild in London, and looks forward with much interest to its work. On May 19 the Branch held its annual excursion to Millport Marine Biological Station, and through the courtesy of Dr. I. F. Gemmill and his assistant, Mr. J. G. Connell, the members had an opportunity of seeing the various tank rooms and living specimens. The special classes for teachers in this institution are growing in popularity every year. The following office bearers were elected for the coming session:—President, Mr. Dan. Geo. Miller, M.A., Church of Scotland Training College, Glasgow; Honorary Secretary, Mr. A. Pender Crichton, M.A., The University, Glasgow; Hon. Treasurer, Mr. Wm. Reid, M.A., Glasgow High School.

JOTTINGS.

PROF. WILLAMIN, of Epinal, has established a Bureau d'Échange des Jeunes Gens et des Enfants, and sends us a pamphlet embodying the results of the first year's work. The main business has been in exchange for the holidays, and the testimonials both of parents and pupils prove the success of the scheme. Some of the advertisements sound odd—"Französischer Lehrersohn, 18 Jahre alt, wünscht ausgetauscht zu werden gegen Mädchen"—but we feel sure that many English parents would gladly avail themselves of the Bureau if it were known in England. The great obstacle is difference in time and length of holidays.

THE British Association meets this year at York on August 1; and Section L, Educational Science, will devote the principal sessions to School Curricula and allied questions, such as the training of teachers and the inspection and examination of schools. The presidential address will be delivered on August 2 by Prof. Sadler. It is to be hoped that the convenient place and date will attract a large attendance of teachers. Offers of papers should be addressed at an early date to Prof. R. A. Gregory, 10 St. Martin's Street, London.

THE Neuphilologentag meets this year at Munich on June 6. Prof. Fiedler, who was appointed to attend as representative of the Modern

Language Association, is unfortunately detained by official business at Oxford; but it is hoped that Prof. Robertson will take his place.

THE movement for a federation of secondary teachers progresses slowly. The Council of the College of Preceptors have decided that they cannot actively co-operate without the sanction of a general meeting of the members. The Head Masters' Conference have resolved to withdraw their representatives on the ground that the present moment is not opportune. On the other hand, the Incorporated Association of Head Masters are sending delegates in spite of the resolution passed at their last general meeting.

THE scheme of the Teachers' Guild for the organization of an annual educational conference, supported by all the chief associations of teachers, has, so to speak, passed its second reading. Of the nineteen associations approached, fourteen returned favourable answers; and at the preliminary meeting of representatives held on May 17 a general resolution in favour of the scheme was passed unanimously, with a rider that the meeting should be of a purely educational character, excluding the administrative and economic aspects.

THE Association of Head Mistresses will hold its annual conference on June 8 and 9 at the Clapham High School by the kind invitation of Mrs. Woodhouse.

THE Vacation Term for Biblical Study, which has been held in past years at Cambridge and Oxford, will be held this year at Durham, where the University has kindly consented to place its beautiful buildings at the disposal of the students. The lecturers will be men of different schools of thought, but all experts in their subjects. It is hoped that the following among others will take part:—Dr. Burney, Archdeacon Fearon, Canon Foakes Jackson, Dr. Knowling, Dr. Hodgkin, Dr. Jevons, Rev. C. W. Johns, Rev. J. H. Moulton, Dr. Anderson Scott, and Rev. F. R. Tennant. The main subject of the courses of lectures will be the belief in a future life as it appears in the Old and New Testaments, whilst certain lectures will deal with the influence of the surrounding nations upon Israel. Readings on special books of the Bible will also be held among the students. The term will last from July 23 to August 11, but the subjects are so arranged that students who can only come for a week will be able to attend a complete course. The total cost, including lecture tickets, will be from 35s. a week. Further information can be obtained from the Secretary, Miss Creighton, Hampton Court Palace.

PROF. HAECKEL'S "The Evolution of Man," the library edition of which was last year issued at two guineas, is now being published by Messrs. Watts, slightly abridged and much simplified, in two shilling parts. Each part consists of nearly two hundred pages, with over two hundred illustrations. It would be difficult to surpass this for cheapness.

MESSRS. THOMAS NELSON & SONS are issuing the complete works of Shakespeare in their "New Century Library," India Paper Series. The whole will be complete in six volumes, and will be published at the regular prices in cloth, limp leather, and leather boards. Each of these pocket volumes will contain an original coloured frontispiece.

MESSRS. SONNENSCHNEIN & CO. will shortly publish a volume of essays by Mr. J. E. G. de Montmorency, entitled "National Education and National Life." It includes an essay tracing the evolution of the religious questions in schools from early days to the present time and carefully analyzing the clauses of the new Bill that deal with religious education. This is followed by an essay on "The Educational Outlook," dealing in detail with the position of secular education regarded as an organic whole in England to-day.

MR. E. A. VIRGO, formerly Assistant Secretary of the Assistant Masters' Association, has been appointed Registrar of the Joint Agency for Men Teachers in succession to the Rev. F. Taylor.

THE memorial to the memory of Miss Eleanor Grove, the first Principal of College Hall, Byng Place, is to take the form of a loan fund to enable poor students to take up residence in the Hall. There are already similar loan funds in connexion with Newnham College and the Ladies' College, Cheltenham.

THE Kensington Vacation Course for Kindergarten Teachers will be repeated this year at the Froebel Institute, Talgarth Road, W., to last from July 30 to August 11. The morning lecturers will be Miss M. Macmillan, Miss Findlay, Miss Holmer, and Mr. A. W. Read; and Prof. Earl Barnes and Miss Ravenhill have promised their assistance. Applications for prospectus, tickets, &c., should be made to Miss Findlay, Hadleigh Road, Leigh Village, Leigh-on-Sea.

(Continued on page 395.)



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HERE are a few gems from the M.A. Examination of a Scotch University:—"Audax omnia perpeti"—"Bold enough to apply for any office." "Tormenti genus"—"The race of the damned." *Μὴν διὰ κακοδαίμονιν δ' Ἡρακλῆς τὸ δέρμα μόνον ἔχων περιέχει*;—"Was it from pure devilry that Hercules went about with nothing on but his skin?"

VISIT OF FRENCH PROFESSORS AND TEACHERS.—The Modern Language Association will entertain during Whitsun week representatives of the Société des Professeurs de Langues Vivantes and of the Guilde International, and the University of London will, in conjunction with the Association, welcome at the same time the officials of the Université de Paris and the Collège de France. The programme is as follows:—Monday, June 4: 8.30, informal at home at University College, Gower Street. Tuesday, January 5: noon, Reception at Foreign Office by Lord Fitzmaurice and Mr. Thomas Lough, M.P.; 3-5, addresses in the Great Hall, Imperial Institute, by Sir Edward Busk, M. Liard, Sir A. Rücker, and Prof. Sadler; 7.30, dinner of M.L.A. at Trocadéro. Wednesday, June 6: morning, visits to London County Council institutions and schools; afternoon, visits to Eton, Harrow, Mill Hill, and other schools near London; 10 p.m., reception at French Embassy. Thursday, June 7: 11 a.m., addresses in the Great Hall, Imperial Institute, by representatives of the French University Faculties and of the Professeurs; afternoon, reception by H.M. the King at Windsor Castle, garden party at Royal Holloway College to meet T.R.H. Prince and Princess Christian; 8.30, *conversazione* at University of London, given by the University to both sections. Friday, June 8: visits to Oxford and Cambridge.

UNIVERSITY OF WALES.—The Vice-Chancellor of the University of Wales has been in correspondence with the Board of Education with reference to the acceptance after 1906 of the Matriculation Examination of the University as qualifying students entering training colleges to be prepared for degree examinations. Pending a final decision on the point, the Board has expressed its willingness so to accept the Matriculation Examination in the case of students admitted to training colleges in 1907, provided that they pass in all the five subjects required at the same examination. This proviso will come into effect concurrently with a recent amendment in the regulations made by the University tending in the same direction. The privilege hitherto enjoyed by all candidates who pass the Matriculation Examination in four subjects of entering upon degree courses in the colleges prior to completing their matriculation is to be confined (from September, 1907) within narrow limits, and to extend only to those who make good a claim for special recommendation by their colleges. On the other hand, larger opportunities for matriculating before entrance upon degree courses, as thus required, will be afforded to students by the holding of a second Matriculation Examination in September in and after 1907, in accordance with a decision of the Court at its recent meeting.

THE Annual Conference of the British Child-Study Association was held at Cheltenham, May 10 to 12, under the presidency of Miss Beale. "The Reform of Infants' Schools" was discussed at an open meeting, Sir John Cockburn in the chair, a paper on the subject being read by Miss Byett. Lectures were delivered by Dr. Slaughter, Lecturer in Psychology in the University of London, and by Dr. Walter Jordan, of Birmingham. Dr. Slaughter took for his subject "The Meaning of Interest," treating the subject as a part of the scheme of evolution. Dr. Slaughter showed that the sources of interest lie in the racial endeavours to meet the requirements of life. Dr. Jordan outlined a scheme for the medical inspection of children in elementary schools. It was claimed that the adoption of such a scheme would necessarily result in an improvement of the general health of the community. Among the subjects discussed at the Council Meeting was a proposal to amalgamate the Association with the Childhood Society. The General Meeting of the Conference passed a motion that "there should be an official Register of Teachers."

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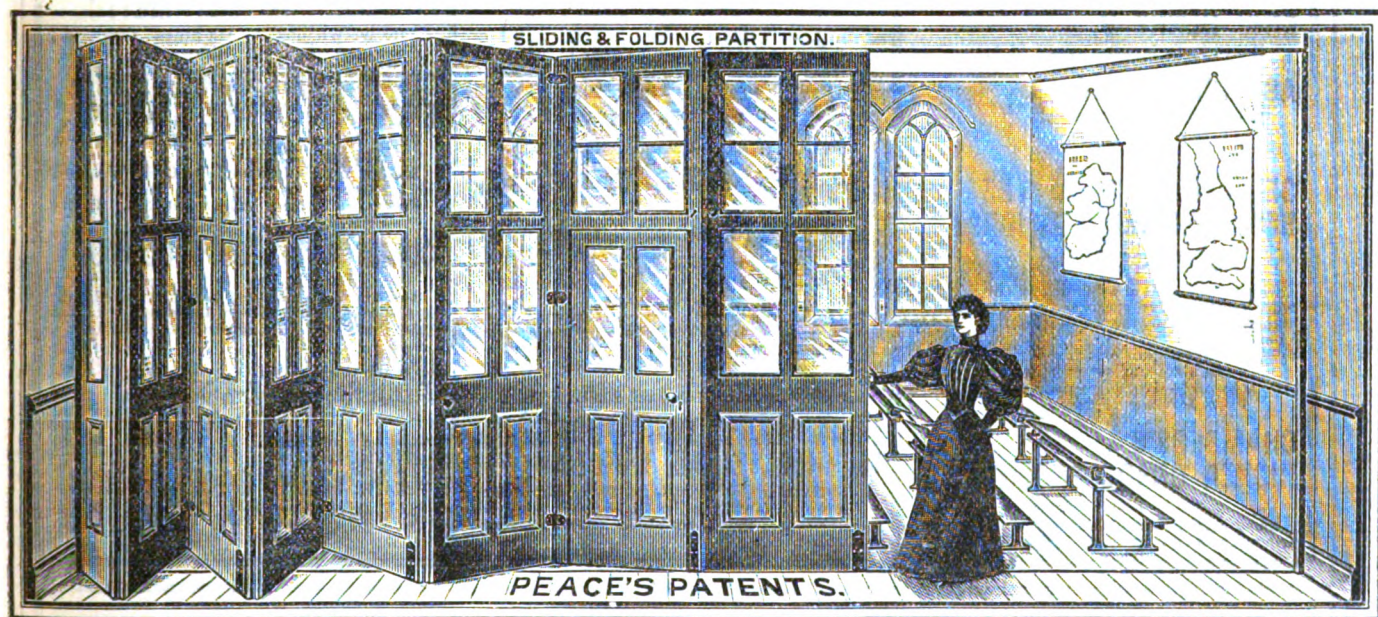
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THE BILL IN COMMITTEE.

THOUGH the Education Bill has passed into the Committee stage, and the Government has every reason to be satisfied with the majorities it has hitherto secured, the only principle that has so far been definitely and irrevocably determined is that of public control. All the other matters involved—the status of the teacher, the definition of the religious teaching to be given in the common public school and the time at which it shall be given, the extent to which special facilities shall be allowed, the terms of transference for non-provided schools—all these vital points have still to be discussed, and most of these are still open to concessions on the part of the Government, and to compromise.

In a monthly journal it is not possible to report on a campaign in active progress when the disposition and strength of the contending forces are shifting from day to day, and it might seem wiser to follow the cautious policy of the Teachers' Guild, and, adapting the language of its annual report, to say: "The Journal is an undenominational paper and its readers are not at all likely to agree as to the merits of the new Education Bill; moreover, the issues dealt with in Part I. are not strictly of a kind to call for the criticism of an educational paper." But such a policy appears to us weak and pusillanimous. We are teachers first, but we cannot sever teaching from religion, and on a school question which is exercising the whole nation we cannot stand aside as neutrals or bid the rival sects fight it out and leave us in peace to teach the "three R's."

And there are, we believe, points on which teachers *qua* teachers may agree whatever their religious differences. The first of them, and it cuts very deep, is that the teacher is the dominant factor of the problem. As is the teacher such will be the school.

It is on this ground that teachers would with practical unanimity reject Mr. Chamberlain's amendment to Clause I. The effect of it would be to divorce entirely the secular from the religious teaching, and to commit the latter to the amateur teachers appointed by the several sects. Mr. Balfour with strange inconsistency followed his leader, but Mr. Butler, an ex-teacher, condemned the scheme on the ground that it would

lead to the State's dissociating itself entirely from religious education, and would leave the children of the slums untouched by any religious influences. Dr. Macnamara, from the opposite benches, objected on the professional ground that "the right of entry" would subvert all discipline; that new pandemonium-alism was but old pandemonium writ large.

It is well to escape from the dust and heat of the battle that is raging, and hear the still small voice of a man who was not only a great educator, but an active member of the Church of England. In the memoir of Sir Joshua Fitch that has just appeared we read:

This teaching (such as that prescribed by the London School Board) was simple and practical, and was founded upon a study of the most devotional parts of the Bible refracted through that minimum of dogmatic conception which is the common medium of their religious faith for practically all English laymen. It was, besides, given by teachers who could teach, who understood the mind and character of children, who in nearly all cases believed in that religion and conceived of it through the simple theology of the ordinary layman, who undertook the Scripture lesson in a spirit of earnestness and reverence and with a deep sense of its value to the educational work of the school and to the formation of the children's character.

We claim, then, as teachers, that we shall not be robbed of our highest and most highly prized privileges. Tests must go. As the *Educational Times* has well said, they are as futile as they are immoral. But, as Mr. Birrell has definitely stated, it is not the intention of the Bill to prevent the Local Authority from inquiring into the competence of the teacher to impart religious instruction. Elementary teachers will still be "tested" in exactly the same way as the masters at Eton, Winchester, and Marlborough, all religious foundations, are now tested. They will, let us hope, continue in the vast majority of cases to give such religious teaching as is commended by Sir Joshua Fitch, the simple Bible lessons that are given in all our great public schools. The common enemy whom all teachers should resist is the ecclesiastically minded layman who tells us that simple Bible teaching is a misnomer—"it is not simple, not Bible, not teaching"; it is "an emasculated Bible"; it is "Parliamentary undocrinal Puritanism" (we quote from the last number of the *Saturday Review*). With such extremists, ignorant alike of child nature and of existing schools, there can be no parley.

Let us, in our turn, frankly confess that the ideal we have set forth—the teaching of our common Christianity imparted in school hours by school teachers—is incompatible with absolute public control. There must be compromise. We must call in aid that "common sense and something of the give and take which accords so well with the national temper" to which Fitch trusted as a way of escape from secularism. The Established Church claims as its members the majority of the nation; it must have faith that the bodies elected by popular suffrage will do it justice. Dissenters, on their side, must not insist on what seems to us a shibboleth, that no penny of public money shall go in support of an alien creed. To both parties we are inclined as teachers to say, as Mr. Rogers of Bishopsgate said to his clerical brethren, "Hang theology, and let us get to business."

THE GYMNASTIC TEACHERS' INSTITUTE.—The annual display by the members of this Institute was held in the large hall of the Northampton Institute, Clerkenwell, on May 19. The display was a most successful one, the whole of the work shown by the members of the Institute and their pupils being exceptionally good. Mr. A. Bradley led a section of members of the Institute on the rings, Mr. Connor a section on the vaulting horse, Mr. Arnold a section on the parallel bars, and Mr. Davies a section on the horizontal bar. The lady members of the Institute showed advanced Indian club exercises, the leaders being Miss Tollemache, Miss Berry, and Miss Klett; and exercises on the vaulting horse—leader, Miss Berry. Other items were free exercises by members of Crawford Street, Camberwell, Gymnastic Centre, L.C.C., directed by Miss E. Cranbrook; a very fine Indian club solo by Miss J. H. Andrew; skipping by pupils of Miss E. Hassell, including three very good solos; quarterstaff exercises by members of Portland Road Ladies' Gymnastic Club, under Miss J. Tollemache's direction; tactical marching and evolutions by the London Gymnastic Society (Ladies), directed by Mr. R. Oberholzer; a solo dance by Miss E. Hassell; fencing lesson—Prof. J. L. Danguy and the Baroness de Meyer. A cymbal figure drill by the children of the Recreation School from the Passmore Edwards Settlement, Tavistock Place, under the direction of Miss Beatrice Stempel, was very pretty and effective, the children (the youngest aged six) performing their exercises splendidly.

CORRESPONDENCE.

"RELIGIOUS EDUCATION IN SECONDARY DAY SCHOOLS."

To the Editor of The Journal of Education.

DEAR SIR,—I hoped that some abler pen than mine would deal with the very sweeping assertions made in your April supplement by the writer of a short article with the above title. As, however, no rejoinder has appeared in your May number, will you grant me a little space in which to protest against the pessimism of the article?

I have known many parents who have made most careful inquiry about religious teaching before deciding on a school for their boys or girls, and who take a real interest in the Scripture lessons and exercises given to their children, as well as in the tone and "atmosphere" of the school generally.

Again, it is quite possible to teach the Bible on the moral and spiritual side, even when preparing for the University Local Examinations. To know the history and geography accurately need not necessarily exclude appreciation of the more important lessons, any more than exact scholarship prevents enjoyment of the beauty of any literary masterpiece. In reading the "Aeneid" or the "Antigone" or "Hamlet," would the writer of the article dispense with all notes on grammar and philology and allusions, and direct the attention of his pupils solely to the characters and the ethical lessons or the beauty of the style? The Bible becomes more interesting to children as they learn to look on the patriarchs and prophets as real people who lived at a definite time and in a real place, and who had a definite message to their own generation, as well as general moral lessons for us. Vagueness about the meaning even of *Libertines* and the *Syrtes* does not tend to edification, nor is the habit of thorough work encouraged if the student is allowed to pass over "the blessed word Mesopotamia" in respectful ignorance. Of course a sense of proportion is needed, in examiners, teachers, and pupils alike; but, if examiners neglected the critical points and asked only for moral and spiritual lessons, there might be danger of encouraging superficial study and the worst kind of cram.

The examples given of questions set on the Acts are scarcely typical. I find in Oxford Local papers some of quite a different kind. Here, for instance, are three consecutive questions in a paper on St. Matthew's Gospel:—"In what ways do our Lord's parables illustrate the outward and inward aspects of the Kingdom of Heaven?" "Give a short account of the Transfiguration. What do you suppose our Lord intended to teach His Apostles by it?" "Mention any sayings or parables of our Lord (a) as to forgiveness of injuries; (b) against hypocrisy. What do you understand by hypocrisy?" Again, on the Acts:—"Comment on 'They rehearsed all things that God had done with them, and how that He had opened a door of faith unto the Gentiles.'" "The Acts has been described as the Gospel of the Holy Ghost. Illustrate this by quotations." "What do we learn from the Acts of the qualifications, work, and authority of an Apostle?"

May I venture to quote from the report of the examiner in Holy Scripture of the school in which I have the happiness of working? He writes:—"Many of the papers are admirable, showing full knowledge and great power of expression. . . . Moral and practical lessons are drawn naturally, as forming an essential part of Christian doctrine, and a spirit of reality in faith and of devotion to duty pervades the papers."

In spite of examinations, and in spite of the little time that can be given to the subject in the short hours of our secondary day schools, religious teaching, if given by those who really care about it, may be of inestimable value, and bring forth "fruit unto life eternal."—Yours faithfully,

May 14, 1906.

A SECONDARY TEACHER.

AN ANGLICAN ON THE BILL.

To the Editor of The Journal of Education.

SIR,—As an Anglican and a "parson" who does not go the whole way with extreme clericalism, and as an educationist who is anxious to see your journal hold its proper place as chief moderator in the clash of conflicting opinions, may I put it to you whether you are quite fair in your May "Notes" to the Anglican position?

It is incontrovertible that there are within the English Church differences of interpretation both as to Scripture and doctrine. But where is the seat of authority in matters of religious opinion? Whatever divergences there might be in the answer to this question, all professors of any religion at all would agree in saying: "Not in a popularly elected local council." There is no guarantee whatever that the same gentlemen who are chosen as authorities on street improvements and drains have necessarily any qualifications for the other function. When, therefore, we commit to them the task of expurgating the Bible, and of saying what interpretations are, and what are not, legitimate, we are admittedly committing a most delicate and difficult task to an obviously unqualified adjudicator. They may at will expurgate the words "the Son of God," or they may instruct that these shall be explained away. Christianity may be right or wrong, but, if retained at all, it must surely be defined by some body which at least professes to believe it. And you will hardly, Sir, apply tests to the popularly elected local councillor.

Again, Anglican religious teaching, like much other teaching, may be bad. But, when up to the year 1905 large sums of money have been subscribed voluntarily on the understanding that religious teaching shall be Anglican, have not the subscribers cause for complaint when Parliament proposes to divert the buildings provided by these subscriptions to the teaching of an unguaranteed religion? It is well known that Bradlaugh employed the Bible as his text-book to teach atheism.—Yours faithfully,

E. C. OWEN.

St. Peter's School, York.

[We gladly admit an Anglican's letter, but it raises too many points to be dealt with in a note. We can only suggest answers. (1) The Church of England is not differentiated in doctrine from some dissenting bodies. (2) County Councils are no more experts in religion than in the other three R's, but they are presumably men of sense and character; and the same objection applies to Parliament. (3) Mr. Birrell, the tenant, says to the Church landlord: "We give you notice to close our tenancy, and offer you a million in compensation for loss of prospective claims. We'll buy the property at a valuation, or leave it on your hands, subject, of course, to the heavy mortgage already upon it." The terms offered, we allow, may need modification, but it is absurd to talk of spoliation.—ED.]

"ENGLISH."

To the Editor of The Journal of Education.

SIR,—May I ask the hospitality of your columns to set forth one or two considerations as to the teaching of English? The meeting held at London University last month affords a suitable opportunity. At that meeting it was quite clear that English teaching was interpreted in different senses by different speakers. To some it meant phonetics and dialect, historical and comparative grammar, with analysis and parsing as the chief method in earlier stages and textual criticism in the higher. To others it meant an acquaintance with literary history, rising from the perusal of the better class of boys' tales up to some criticism of subject matter in greater works. Some there may be who, like myself, take a different view.

The object of any subject in a school curriculum is not the production of a number of specialists in that subject: it must justify its presence there by producing some distinct and indispensable effect upon the general mass of children subjected to it. Disentangle this effect so far as may be and clearly define it, and the problem of teaching becomes correspondingly simple.

It seems to me that the final aim of all the English work in a school should be just this—to teach a boy how to use his own language as the implement and the vehicle of thought. The most excellent ideas are of no earthly use to anybody so long as they remain in the brain that generated them; they must be translated into action to become valuable. Rarely the thinker can act out his own thoughts without an intermediary; but the normal condition is that he must act through others. And he will not secure their loyal and capable collaboration unless he can express his thoughts, by speech or pen, clearly and convincingly. Further, without asking whether speech precedes thought or thought speech, a speculation as unprofit-

able as the enigma of Rabelais about thirst and drinking, it is sufficiently clear for practical purposes that we do actually think in words, and that, unless the fitting words come naturally, the process of clear thinking is hindered.

It seems best, then, looking beyond all intermediate steps, to go straight to the final end. Grammar alone will never teach a man an easy mastery over his own tongue: phonetics will do it in a physical sense, but in no other. The study of our own classics may do much, for the instinct of imitation is strong; but it is of little use to be acquainted with all the nobilities of thought and felicities of language that we have inherited from our fathers if our own thoughts remain petty and our own language obscure and inappropriate. On the principle that the proof of the pudding is in the eating, on the principle that an engineer cares more for the output of his engine than for its intake, although the one is connected with the other, I say that the object, as it is the test, of sound work in the teaching of English is that boys should leave school able to express themselves in clear and well knit language, formed freely and instinctively.

Is it necessary to point out how far we are from any such result? In most schools composition is neglected save for an occasional period, while the literature lesson is considered to have been satisfactory if the boy can pass muster in the dates of his author and the context of a few picked passages. There are signs of a change; but even yet the methods of teaching composition are but little known in this country, and we have to borrow from France or the States, or meet difficulties as they arise by inventing our own methods. Shifting the central point of the English work from grammar or from literature to composition means much more than might at first thought be imagined: it means creation, instead of assimilation; it means doing a thing, instead of seeing it done or hearing it talked about; it means constantly falling back on the appeal to the active, rather than the receptive, functions of the mind.

Effort means growth of power. We shall never turn out all our boys as so many Miltons and Burkes—I am by no means sure it would be desirable to do so, even if we could; but constant effort in this direction means a raising of the general level of the plateau from which those mountain peaks emerge.

If the new English Association will take as its central aim the development of this faculty of knitting words to thought, it has before it an almost boundless field of virgin soil, into which workers hastening from all sides may drive the willing spade. There is room for them all without staking out of plots, and there is every reason to expect an abundant harvest.—Yours very truly,

R. T. BODEY.

ATHLETICS AND THE TUCK SHOP.

To the Editor of The Journal of Education.

SIR,—Those among us who believe in our public-school system, and in particular in the value of athletics as an element in education, are sometimes hard put to it to defend our faith. And it is well, I think, that we should occasionally raise a protest against that common species of idolatry which glorifies physical recreation as an end in itself, quite apart from any effect that it may have upon the body or soul of any human being. It is this kind of fetish-worship (together with the increasing prominence of the spectator) which in the school and nation alike threatens to degrade and stultify athletics, and gives to the enemy abundance of occasion to blaspheme.

It seems worth while to draw the attention of those who concern themselves with these matters to an article by Mr. George A. Wade, B.A., entitled, "Eating one's Cake and having it," which appeared in the May number of the *Badminton Magazine*. The article is written with a naive simplicity and obvious good faith which almost disarm criticism. But, as a symptom of something which appears to be radically wrong both in principle and practice in the organization of many of our public schools, it deserves careful and critical attention.

Mr. Wade's theme is a certain "feature in the life of our chief schools" which to him, and doubtless to the great majority of his readers, is a source of quite unalloyed satisfaction. "It has been made a definite rule," he tells us, "at most great schools that the profits derived from the confectioner's shop—which are often not by any means small—shall be apportioned annually to something or other connected with the games and sports of the school."

Mr. Wade proceeds to review the notable results which have been achieved at different schools under this system. Haileybury, which makes about £200 a year out of the facilities for "grubbing" which it affords, is placed "very high up on the list," "both from the large annual profits it receives from the shop, and from the splendid use it makes of them." Shrewsbury, again, is "one of the finest examples," where new cricket seats, a pavilion, and five courts have been erected almost entirely out of funds thus provided. "Salopians," we are told, "not only patronize their own establishment for sweets, cakes, &c., but they patronize it well." At Bradfield, sums amounting to £2,500 have been spent from this source on five courts, pavilion, and cricket field, in addition to large donations for an extra cricket professional. Malvern College is more faintly praised; for it does not, in Mr. Wade's opinion, make as much of its tuck shop as it might. "Neither in external appearance, nor in its position, is it singularly attractive." The Blue-coat School "tuck shop," again, while it is "an excellent establishment, well designed, and always well supplied," has "one noticeable fault, viz., that it is not nearly large enough." The Wellington shop, on the other hand, is described in a strain of almost lyrical enthusiasm as "an erection that the school may be legitimately proud of for its size and beauty."

Athletics and confectionery—is it possible to conceive a more preposterously unholy alliance? The value of school games for health and physique is obvious enough; and they have a higher, though less obvious, value, in so far as they make for such virtues as self-control and public spirit. It is hard to imagine anything more blindly incongruous than a system under which games are made to depend for funds upon the tuck shop—an institution which can only thrive by enfeebling boys' stomachs, and pandering to their self-indulgence. A famous head master is quoted as having put the matter to Mr. Wade "in a very happy epigrammatical way." "When boys over-eat themselves at the tuck shop they are automatically providing a remedy for their disease." The aphorism deserves to rank as a masterpiece of complacent cynicism. When Peer Gynt was convinced of the immorality of his trade in idol-images for China, he provided a remedy by also exporting missionaries and Bibles. The mental and moral attitude of the famous head master appears to indicate a fundamental kinship.

It is to people with a reasoned belief in school games that the facts revealed in Mr. Wade's articles are most distressing. Almond of Loretto, whose school has, I suppose, a unique record as a nursery of athletics, was in the habit of making trenchant remarks on this subject. "Grubbing," he wrote to a correspondent—"isn't it worthy of one of Dante's circles that they actually boast of buying a cricket field by the profits of the tuck shop at lower schools. How can the chest extend properly without good blood? How can this be made if the stomach gets no rest? And, if it is always craving for something, is it not a source of future tipping which sends all schemes of improvement down to the bottomless pit?" "The tuck shop," he wrote elsewhere, "is, I believe, a most objectionable institution. Putting health aside—and I think I can tell the extent to which 'grubbing' flourishes at a school by the complexion of the boys—this licensed spending of money on unnecessary eating is debasing both to intellect and to character. High thinking is quite consistent with the athletic spirit, but not with that of luxury and self-indulgence."

It is possible, no doubt, to run a school tuck shop under such conditions and restrictions that it may be comparatively or altogether innocuous. But, in such cases, unless the school authorities fail in their duty of providing an adequate diet, the "shop" is not likely to build pavilions or acquire playing fields. The only imaginable defence of the tuck shop as it appears ordinarily to be managed is that boys are certain in any case to spend a considerable portion of their pocket money on things to be eaten between meals; and that it is better to obtain profits from a licensed shop than to have illicit grubbing. It is a poor and wholly unjust plea for the continuance of a thoroughly bad custom. School boys are not such greedy and contemptible little beasts. There is no reason why any head master who is capable of governing his school should not abolish the habit of promiscuous grubbing as completely as Almond abolished it at Loretto.—I am, Sir, yours faithfully,

C. RUSSELL.

Broadlands, Petersfield, May 25, 1906.

"AMBIDEXTERITY."

To the Editor of *The Journal of Education*.

SIR,—In a letter headed "Ambidexterity" Mr. C. G. Watkins gives a quotation from "The Infants' School," by J. Gunn. Why the letter should be headed "Ambidexterity," I fail to discover, as the suppression of a pronounced one-handedness, be it sinistral or dextral, can surely never be considered as symmetrical or ambidextral culture. This phenomenon of stammering or deterioration in the powers of speech resulting from the crippling of one hand in order more fully to develop its fellow is no new discovery, many authenticated cases being on record where serious injury has resulted from this absurd practice (see "Left-handedness," by Sir Daniel Wilson, M.D., &c.). "The Cultivation of Ambidexterity in School-Children" (or the absolutely equal education and training of both hands—as in piano and violin playing) has never led to the slightest diminution in the powers of articulate speech, but, on the contrary, as the late Dr. G. V. Poore remarks in his "Nervous Diseases of the Hand" the tendency is (by doubling the speech centre) to increase the facility of speech and the power of acquiring different languages. Strange to say, Dr. Gould, of America, has fallen into the same mistake as your correspondent Mr. Watkins in confusing and confounding the suppression of *left-handedness* with the cultivation of *two-handedness*. I think, in justice to the great subject of symmetrical physical development, this correction of the error cannot be made too emphatic and public. The question is fully discussed in medical and other literature recently published.

In conclusion the advantages accruing from an equal two-handed training are not confined to the speech centre, but they relate to and materially promote the development of the entire individual.—Yours faithfully,

JOHN JACKSON.

"THE SOUNDS OF SPOKEN ENGLISH."

To the Editor of *The Journal of Education*.

DEAR SIR,—Allow me to thank you for the appreciative way in which you have referred to my little book on "The Sounds of Spoken English," and to your interesting criticisms. May I correct your reviewer on one or two points? I do not state that *law* and *lore* are identical in sound; on page 66 I state that they are often pronounced differently, to avoid ambiguity; in *folklore*, on the other hand, I believe the second part is usually identical with *law*, very slightly shortened. There are at least three pronunciations of *brougham*, of which I condemn one; and I do not know how many of *pedagogy*, of which I only give two pronunciations. "When two pronunciations are given, both may be considered as common; the first is generally to be preferred (page 98)." It is difficult to say which form of *golf* is to be considered correct; I am inclined to regard the southern form without *l* as a poor imitation of the Scotch form. The word lists were very difficult to compile, and I hope that by the time the next edition is called for I shall have received many suggestions for rendering them more satisfactory. It will interest your reviewer to know that *algebra* and *balsam* are words which have been found to give trouble in the training colleges. The words *octopus* and *lichen*, which he missed, occur in the word list on pages 106 and 105 respectively.—Yours faithfully,

WALTER RIPPMAAN.

COLLOQUIAL LATIN.

To the Editor of *The Journal of Education*.

DEAR SIR,—In answer to your correspondent, "An Assistant Mistress," in your April number, I should like to recommend two little books that we have found useful. They are "Ora Maritima" and "Pro Patria"—Latin stories for beginners, with grammar and exercises, by Prof. E. A. Sonnenschein, of the University of Birmingham. The publishers are Messrs. Swan Sonnenschein, and the price 2s. each. The stories are classical in form, but modern in setting; the "preparations" bring in the necessary grammar gradually, as required, and the "oral drill" and exercises are excellent. We find that the pupils gain some amount of facility colloquially, and their composition at the end of two years is certainly better than that of pupils trained on the usual isolated grammar sentences. "Ora Maritima" perhaps goes a little slowly for an intelligent pupil, but "Pro Patria" has proved quite satisfactory. The story is interesting, and, besides the grammar, a good deal of historical information is imparted by the way.—Yours faithfully,

E. H. STURGE.

Cheltenham Ladies' College, May 10, 1906.

OLD FRENCH AS A SCHOOL SUBJECT.

To the Editor of *The Journal of Education*.

SIR,—In *The Journal of Education* for May Mr. Chaytor refers to an article contained in the April number advocating the withdrawal of Latin from the curriculum of secondary schools. He argues that Latin should be retained because it is so useful in the teaching of French. May I point out that my article was written rather with the idea of supporting the study of German than of decrying the value of Latin as

a subject, when time allows? I am so charmed to find a well known French scholar speaking in favour of teaching historical French philology that I am willing to confess my own belief that, if only one is possible, the teaching of French historically is of more value than the teaching of French phonetics. Perhaps I may also be allowed to say that "The Primer of Old French" will not appear again in exactly the same form when it is republished.—Yours truly,

THE WRITER OF THE APRIL ARTICLE.

THE FRY TENURE COMMITTEE.

To the Editor of *The Journal of Education*.

SIR,—I should be obliged if you would allow me to call attention to an error in one of the "Occasional Notes" in your last issue. You state that "on the subject of tenure Head and Assistant Mistresses have arrived at an agreement, and that without calling in a judicial arbiter, as did the Masters." It is a mistake to say that the Associations of Head and Assistant Masters submitted their case to an arbiter. Sir Edward Fry, who did us the honour of presiding over our deliberations, and whose presence was a great advantage, was a chairman, not an arbiter; nor is the existing agreement between the Associations his award or in any way due to his suggestions. The concordat was from first to last the work of the representatives of the bodies concerned.—I am, &c.,

G. F. BRIDGE,
Hon. Sec. Assistant Masters' Association.

27 Great James Street, W.C.,
May 10, 1906.

SCHOLASTIC AGENCIES.

To the Editor of *The Journal of Education*.

SIR,—My attention has been directed to the notice in your current issue of my article in the *School World* for March. Kindly allow me the opportunity of saying that I had ample data to justify all the statements therein. They may be astonishing, but they are statements of fact like that "absurdly exaggerated estimate" which was no estimate at all, but the result of a simple sum:—If the cost of a piece of work is £3. 4s. (the charge of the Joint Agency), what is the profit per cent. of a firm which charges £10 (the charge of the 5 per cent. agency)?—Truly yours,

FRED CHARLES.

May 10, 1906.

[If the cost of a dress suit is £3. 4s. (the charge of a country tailor), what is the profit of Messrs. Poole, of Savile Row, who charge £10? By Mr. Charles's reckoning it is over 200 per cent.—ED.]

OBITUARY.

C. M. BULL.

IN Mr. Charles M. Bull, whose death took place last week, the profession lost a very notable member. Educated at Rugby in Dr. Cotton's house, he followed his old master to Marlborough College, and formed one of the energetic band of lieutenants which, under the guidance of that wise Head Master, succeeded in raising the college from the depressed condition into which its early difficulties had landed it. A Scholar and Fellow of University College, Oxford, Mr. Bull, whose means were not large, had been called upon to exercise firmness and self-restraint in that somewhat wealthy and boisterous society. His character had gained fresh firmness in the struggle, and, though a spice of severity had no doubt resulted from the lesson, and though his naturally large sympathies had been a little narrowed, the gain in solidity and self-command was invaluable to him in the difficult work which met him at Marlborough. His consistency, courage, and love of justice enabled him to take a foremost place in the regeneration of the school. He himself always remembered the stirring times with pleasure: they were times, he used to say, when life was worth living. The important position on the staff of the college which he had thus early won he maintained under the rule of successive head masters. Each in turn recognized how strong a support was to be found in his firm and sensible character: each in turn gave him entire confidence. Mr. Bull as a teacher occupied several positions at different times of his career. He taught the Upper Fifth for years; the Sixth for some time; and even tried his hand as master of the Lower School—a post for which he was scarcely fitted—and, finally, settled down a second time as master of the Modern School. In that capacity and as master of the Army class he did good work. He married in 1865 a sister of Dr. Bradley, and for the later part of his life at Marlborough lived free from the

burdensome duties of a house master. In due course his time for retirement arrived, and he withdrew into useful, quiet life, still serving the college as a member of the governing body, on which a place was immediately found for him. Mr. Bull was a man of very clear intellect and many attainments; but it was to his strong character, conscientious industry, and high standard of life that his influence is to be attributed.

ENGLISH LITERATURE AND LANGUAGE ASSOCIATION.

A MEETING was held on April 28 at the University of London to discuss the formation of an association to promote the study of English. Sir ARTHUR RÜCKER presided.

The CHAIRMAN said the movement gave expression to a general conviction, in which he as an examiner shared, that there was something radically wrong in the teaching of English.

Mr. HARTOG moved the first resolution: "That there be formed an association of persons interested in the teaching of English, to be called 'The English Literature and Language Association.'" He read a list of names of the conveners of the meeting, which included several professors of English and distinguished head masters. He referred to reports of the Board of Education, the Scotch Department, and the Departmental Report on Army Education as proving that the average English schoolboy was utterly unable to use his mother tongue and that English was scarcely taught in public schools. Nor could he accept Dr. Warre's excuse that Eton boys had been taught how to write English, but had lost the power under the stress of examination. It was as true now as it was in Locke's day that, if a man could write his mother tongue, he owed the power to anything but the schoolmaster. Mr. Lyttelton, when he was at Haileybury, had asked him to go down and talk to his staff about English composition. At that time there was no English taught in the school, but a fortnight afterwards Mr. Lyttelton had written to tell him that it was being taught in every form of the school. There were not many head masters like Mr. Lyttelton, and a united opposition was needed to overcome the passive resistance of head masters.

Miss CLARA THOMSON, who seconded, said that as an inspector she had found that the English teaching was generally assigned to the least qualified member of the staff.

Dr. HEATH moved an amendment approving the aim and objects of the association and empowering a committee to inquire into the best means of compassing this end, to report, after consultation with the Modern Language Association, to an adjourned meeting to be summoned at a convenient date. For classical teaching in this country there was a long and continuous tradition; for modern teaching there was none, and to establish one was an aim in which all present would sympathize. He doubted, however, whether the promoters of this association had taken sufficient counsel or counted the cost. He had only been informed of the meeting two days ago, and had not then a copy of the agenda. To succeed in its object the association must enlist the teachers of modern subjects throughout the country, and it must have an organ of its own. But there was already in the field an association supported by a large body of modern-language teachers which possessed two flourishing organs. Was there room for a third? Were assistant teachers, an overworked and underpaid race, likely to find time to read a third publication or to pay a second subscription? The most influential promoters of the proposed association were already members of the Modern Language Association—contributors to its *Review*. He feared that differentiation might prove fatal to both associations, and thought that, before proceeding further, there should be consultation to see whether co-operation were not possible.

Mr. STORR seconded. He stated that at every public meeting of the Modern Language Association it had been directly or indirectly proclaimed that "modern languages" included English, and in the *Modern Language Review* English was allotted its full share.

Dr. FURNIVALL thought that the promoters had been in too much of a hurry. Pioneers in the cause of English study had not been consulted, and London had been left out in the cold. An enormous lot of time was wasted at school in the study of the classics. His friend Dr. Abbott had told him that one reason why he laid so much stress on English teaching in the City of London School was that he could not get his boys to think in any other language. He remembered that William Morris said to him one day: "I say, Furnivall, d—n the classics; what do you say?"

Prof. GOLLANZ considered that the fact of the Modern Language Association's paying some attention to English was an argument in favour of founding a separate association. English could not submit to be a junior partner. Greek and then Latin would soon become

optional studies in schools and then pass away altogether, and English must take their place.

Canon BELL counselled delay. It was easy to make a start; but to succeed it was necessary, as in a game of chess, to look two or three moves ahead. As a schoolmaster, he had long been convinced of the importance of English, but the majority of his brethren still needed conversion. He remembered arguing the point with a classical head master who was giving eighteen hours a week to Latin and Greek and none to English. "Give," he said to him, "a reasonable amount of time to English in your lower forms and encourage it in preparatory schools by means of your entrance examination, and you will soon find it tell on the classics of the upper forms."

Mr. BOAS and Mr. COXHEAD, one of the secretaries, opposed the amendment, which was then put and lost by 25 to 29 votes.

Ultimately the resolution was carried with the omission of the last words; but the rest of the agenda was deferred for a joint committee, representing the association and the Modern Language Association, to consider and report upon to a meeting to be subsequently convened.

The joint committee met in May, and decided provisionally on a title, "The English Language Association of Great Britain and Ireland." It was further resolved that the first business of the next meeting should be to consider the feasibility of amalgamation with other existing associations.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

Dr. John Lawrence, Lecturer in English Language and Literature at Bedford College for Women, has been appointed Professor of English Language and Literature at the Imperial University of Tokio. Mr. Sawayanagi, the official representative of general education in Japan, is at present in London, and visited Bedford College last week, inspecting the laboratories and attending several lectures. The College now numbers among its resident students a distinguished lady from Japan, Miss Sumi Miyakawa, who is pursuing a course of scientific instruction in hygiene, and has just passed an examination qualifying for sanitary inspectors in this country. Miss Miyakawa has been sent to England by the Japanese Government to study the teaching of domestic science; and on her return to her own country is to organize a Domestic Training College, a branch of the great Training College for Women in Tokio.

Four scholarships are offered for the course of secondary training beginning in October. Application should be made by July 2, to the Head of the Training Department, from whom forms and information can be obtained. Four entrance scholarships for degree courses in Arts and Science—viz., Deccan Scholarship in Science, value £60 for three years; Deccan Scholarship in Arts, value £40 for three years; Pfeiffer Scholarship in Science, value £48 for three years; Clift-Courtauld Scholarship in Arts, value £31. 10s. for one year and £28. 7s. for two years—will be awarded on the result of an examination held June 27 to 29. Forms of entry for the examination must be returned to the College by June 21.

WESTFIELD COLLEGE.

The office of President of the College has been accepted by Lord Alverstone. Sir C. Ernest Tritton, Bart., and Mr. J. F. W. Deacon, have been elected Vice-Presidents, and Mr. Rowland Story has been elected a member of the Council. Mr. Rowland Story has also been appointed Hon. Treasurer of the College on the resignation of Mr. Master, who had acted in that capacity for twenty-two years. The Council have appointed as resident Assistant Classical Lecturer Miss Constance Parker (Class. Hon. Mods., Lit. Hum., Oxford), M.A. (Dub.), who has for several years been Assistant Lecturer in Greek at Bedford College, London.

OXFORD.

As March and April only contained a few days of the closing Lent Term and a few days of the opening Easter Term, there is a longer gap than usual in my correspondence, owing to the vagaries of the date of Easter. This accounts for the comparatively long list of deaths, as three months have elapsed since my last letter, though May alone has been a month of continuous "full term."

The most deplorable loss is that of W. F. Weldon, formerly of St. John's, Cambridge, afterwards Professor of Zoology at University College, London (1890), and Linacre Professor of Comparative

Anatomy in Oxford (1899), succeeding in both appointments Prof. Ray Lankester. He was among the first of living zoologists, the practical founder of scientific statistics of living things, an indefatigable researcher, and inspiring teacher. His death at forty-six is an irreparable loss to Oxford and to science. In the obituary list there are several other distinguished names:—The Ven. R. Thornton (late Fellow of St. John's), Archdeacon of Middlesex, on April 15, aged eighty-one; Sir J. B. Peile, K.C.S.I. (formerly Scholar of Oriel, sometime Member of the Council of India), April 25, aged seventy-two; Dr. Maclure, Dean of Manchester, of B.N.C. (May 8, aged seventy-two); C. M. Bull, formerly Fellow of University College, for forty years master at Marlborough (May 3, aged seventy-seven); and Rev. W. Wynne Wilson, late Fellow of St. John's. To these must be added the untimely loss of two undergraduate scholars—A. Duthie (Pembroke) and G. Fanshawe (Exhibitioner of Lincoln and Boden Sanskrit Scholar).

The first event at the end of the Easter Vacation is always the Honour list in Classical Moderations. As to the comparative successes of the colleges—which excites some local interest—out of the 36 Firsts Balliol has 5, Corpus and Magdalen 4, Brasenose, New, Hertford, and University 3, and eight other colleges 2 or 1; amongst these is a solitary candidate from that distinguished institution the Jesuit Hall, which has nine undergraduates only. The new system introducing a fourth class has now been tried for five years, and the effect may be briefly shown by a few figures. In the last year (1901) of three classes the distribution of the honours among the three was as follows (in percentages):—Class I., '21; II., '46; III., '33. In the last five years the distribution among the four classes has been, on the average, as follows:—Class I., '19; II., '36; III., '33; IV., '12. These figures clearly suggest that the Third Class retains its old percentage, but that the standard of I. and II. has been slightly raised. If future years confirm this proportion, the object of those who promoted the change will have been exactly attained.

The first *Gazettes* of the term would be wholesome reading for the critics of Oxford; for they contain, first, an announcement from New College to endow further the Chair of Physics, and ultimately to take over the whole charge of £800 a year, to which the professor's income is to be raised; and, secondly, the arrangements made for the current term's teaching in five subjects, all of recent creation, outside the regular degree course—viz., Geography, Economics, Anthropology, Military Instruction, and Forestry. It is interesting, again, to note that in the first three of these subjects no less than twenty-three lecturers' names occur who are regular teachers in the Honour Schools and who have been impressed into the service of these newer studies. The list includes several of the most distinguished Lecturers in *Literae Humaniores* and Modern History, besides specialists in other branches of allied subjects.

As to University legislation, there have been various minor measures of adjustment carried, such as are constantly required in the complex machinery of the University, especially in a time of growth like the present. Two statutes were thrown out, in comparatively small houses—one dealing with Pass Moderations, the other with the duties and mode of appointment of the Registrar—which may be briefly explained. In the former, the present rule is to prescribe three books in Latin and Greek. The examination is unsatisfactory in the standard of the papers and the time allotted; and many thought a better kind of study would be encouraged if two books instead of three were prescribed and papers of a higher standard substituted. The second statute proposed to transfer the election of the Registrar from Convocation to the Council. The real mischief was that these reasonable proposals were made in the Summer Term, when everybody is distracted with business, visitors, and so-called pleasure; and it is difficult to get together the Masters of Arts to the meetings. The full strength of Congregation is about 450; and the members voting on these two occasions were 73 and 90 respectively. These figures are sufficient in themselves to show the difficulties of legislation in the Summer Term. One minor measure, which seems likely to pass, has some interest, as another step towards educational progress in the matter—small in appearance, but really important—of reducing superfluous examinations. That is the proposal to accept, in lieu of Responsions, the Certificate of the Joint Matriculation Board of the Universities of Manchester, Liverpool, Leeds, and Sheffield, provided the candidate has passed in Latin, Greek, and elementary mathematics. The Oxford Responsions standard is really (as George III. said about Shakespeare to Fanny Burney) "sad stuff, sad stuff, only one mustn't say so." If every English University accepted the entrance examination of every other as exempting from its own, it is not Oxford which would suffer. However this may be, each step towards mutual acceptance of each other's preliminaries is welcomed by all interested in education.

The Summer Term is the period of reports of the University finance, the Bodleian Library, and the various institutions. A few facts may be suggestive to your readers. The Bodleian report of 1906 shows a record number of books and MSS. received within the year, namely, 79,539. There is an increase in every item—gifts, receipts under the Copyright Act, and purchases. It may not be known to all your readers that (from the Librarian to the carpenter) there are forty-one

persons employed at the Library. Largely owing to recent help from the colleges, a debit balance of £660 has been converted into a credit of over £1,000. The Museum report is equally elaborate, extending to twenty-five quarto pages of donations and other additions to the various collections. The financial difficulties of the University as a whole are best conveyed to the intelligent reader by the simple statement that this year, on a total expenditure of over £74,000, they have been able, by care and liberal aid from the colleges, just to make both ends meet. The demands on the University are increasingly heavy, as any member knows who has looked into the facts. The benefactor, though he increases the efficiency of the University, often involves it in further supplementary expenditure. Oxford has, so far, neither appealed to its own public for endowment, as Cambridge recently did with substantial success, nor asked for State aid, as the modern Universities have legitimately done. How long this policy can be safely continued remains to be seen.

The two new Professors of Poetry (Mr. Mackail) and of Colonial History (Mr. H. E. Egerton) have both delivered their inaugural lectures—which are published—and begun their courses. Prof. Mackail, one of the most brilliant Balliol men of the last twenty-five years, and particularly well known in Oxford, was very happy in his first two lectures on Homer, delivered to very appreciative audiences. Prof. Egerton's inaugural lecture was exceedingly skilful and interesting, and particularly noticeable was the skill and tact with which he handled questions that approached the region of political controversy. In both cases the University is to be congratulated on the accession to its professoriate.

The University Prizes awarded this term are as follows:—The compositions which are recited at the Commemoration: Latin Essay, H. L. Henderson (Fellow of New College); Latin Verse, F. S. Pater (Scholar of University); English Poem (Newdigate), G. Scott (Exhibitioner of New College); English Essay, A. H. Sidgwick (Fellow of University). Other University Scholarships and Prizes: Arnold Historical Essay, W. A. P. Mason, M.A. (Trinity); hon. mention, K. M. Vickers (Exeter). Stanhope Historical Essay, R. H. Holt (University). Gladstone Prize, C. B. Martin (Rhodes Scholar of Balliol); hon. mention, E. C. C. Stevens (Christ Church) and D. du B. Davidson (Balliol). Lothian Essay, D. W. B. James (Scholar of Pembroke). Ellerton Theological Essay, C. B. Young (Lincoln); hon. mention, W. Temple (Fellow of Queen's) and G. L. A. Way (late Scholar of Corpus Christi).

MANCHESTER.

Only a month or two ago we quoted in this column a statement made in the Manchester Education Committee by the Dean of Manchester, to the effect that "the Manchester Grammar School never stood higher in its long history than under its present distinguished High Master." There was no idea then that this would be the last public utterance of Dean Maclure, who has been such a prominent figure in the educational life of the city for fifteen years. Of the many honours that fell to him there was not one he valued so highly as the chairmanship of the governing body of his old school; and he was wont to boast that it was he who proposed the election of the present High Master a few years ago. He is more widely known as having been for twelve years Chairman of the Manchester School Board, Chairman of the School Boards Association of England and Wales from its foundation to its dissolution, and a member of the Royal Commission on Secondary Education and of the Consultative Committee of the Board of Education. It is no small testimony to the worth of a man who has successfully filled such difficult posts that the many notices of him that have appeared since his death vie with one another in praising his personal qualities. "He was one of the few men of distinction of whom it may be said that they had no enemies."

The Committee of the Brunswick Street Practising School, over which Miss Dodd presided so ably for a number of years before her removal to Oxford, and which is carried on with the approval of the Council and Senate of the University, is about to make an appeal for funds. A meeting is to be held in the Lord Mayor's Parlour early in June, when Prof. Findlay—who was asked three months ago to become Director of the school—will present the report he has prepared and make definite suggestions as a basis for an appeal for public support. Among other changes it is proposed that the school should be removed from its present site to one adjoining the Fielden Demonstration School. It may be explained that the Brunswick Street institution undertakes the work of a primary school and kindergarten, and Miss M. G. Findlay, M.Sc. (late Head Mistress of the Royal High School, Madras), has been appointed Head Mistress. The work of the Fielden School, on the other hand, corresponds rather with that of a higher-grade school. The Head Master, Mr. W. J. Deeley, B.A., has recently been appointed Special Demonstrator in School Teaching to the University. Prof. Sadler's name appears on the Committee of the Primary Schools, and

the Chairman of Committee is Mr. T. C. Horsfall, who has from the first taken a lively interest in the work.

Mr. E. C. Burgis, M.A., D.C.L., LL.B., Mr. H. C. Dowdall, LL.D., Mr. T. G. Russell, LL.B., and Mr. G. B. Hertz, M.A., B.C.L., have been appointed to the recently instituted Law Lectureships. Mr. F. M. Powicke, M.A., formerly University Fellow and at present Assistant Lecturer in History at the University of Liverpool, has been appointed Assistant Lecturer in History and Tutor to supervise the work of the Civil Service students. The work of Mr. J. S. Westlake, B.A., who has accepted the Professorship of English at Aberystwyth, is being taken temporarily by Mr. J. W. H. Atkins. The post of Lecturer in Philosophy (the work of which is being temporarily taken by Mr. Norman Smith, B.A.) has been filled by the appointment (from commencement of next session) of Mr. H. B. Wallis, B.A. The Rev. Mr. Hassé has resigned the Lectureship in the History of Doctrine. A Professorship of Metallurgy has been instituted. The first occupant of the chair is Dr. H. Cort Carpenter. Dr. R. Hutton is to succeed Dr. C. H. Lees as Director of the Physical Laboratory.

At the Grammar School the Musical Societies concluded their labours for the session on May 5, when, in addition to "The Ancient Mariner," the programme included the first movement of Beethoven's Pianoforte Concerto in C. The annual athletic sports were held on the 29th; the number of entries being the largest on record, the preliminary events had to be taken on six previous days. The system of "sports without prizes," which worked so well last year, when it was instituted, was followed out this year with even better results. An interesting article on this subject from the pen of Mr. A. Pickles, of Trinity College, Cambridge, appeared in the *School World* for last month. The Rowing Club continues to make steady progress, and is greatly assisted by the enthusiastic interest taken in it by a number of the new masters. This year two camps have been arranged for the Whitsuntide vacation. Mr. Paton will have his usual cricket camp for a fortnight on Lord Stanley's estate at Alderley, and there will be a boating camp on the river Dee under the superintendence of Mr. Vamish. Founders' Day was May 31, when the sermon was preached by the Bishop of Carlisle, who is himself an Old Mancunian. At the annual Old Mancunians' Dinner, Colonel Kelly, who presided, mentioned Mr. Birrell's recent reference to the Grammar School as the one institution he envied Manchester, as compared with Liverpool, the city of his birth. Mr. Paton, in replying to the toast of "Prosperity to the School," referred to the fact that, in spite of the number of new secondary schools that had recently been opened in Manchester and the surrounding towns, it was still difficult to find room for all the boys wishing to enter the Manchester Grammar School.

At the Manchester High School for Girls an interesting address was given by Miss Barbara Foxley in connexion with the meetings of the Old Girls' Association. Some disappointment, however, was felt that Miss Day, the first Head Mistress of the school, was unable to be present, as had been hoped. At the Broughton and Crumpsall High School for Girls some very successful musical and dramatic performances were given on the occasion of the "at home" to parents. The school recently had the privilege of a lecture by Miss Alice Greenwood. At the Pendleton High School for Girls the steady increase in number has made it necessary to remove the preparatory department to a large house adjoining the school premises. This has had the additional advantage of placing at the disposal of the school a garden and conservatory for purposes of Nature study.

The question of the feeding of school-children has recently been discussed at several meetings. At the annual meeting of the Women's Guardian and Local Government Association, held in Manchester some weeks ago, a somewhat critical attitude towards the practice was taken by a number of speakers. Mr. C. H. Wyatt, Director of Elementary Education, said he greatly dreaded large schemes of school feeding.

The Manchester Education Committee have arranged to open during the summer a number of playgrounds out of school hours, for the children's recreation. A highly satisfactory report on the School for Crippled Children has arrived from the Board of Education. At the opening of the Country School for Town Children, Sir James Hoy, Chairman of the Education Committee, referred to it as "a unique institution." Mr. T. C. Horsfall, in endorsing this view, said he had no hesitation in saying it was unique in the world. The nearest approach he knew to it was in the forest schools of Germany.

At the meeting of the Salford Education Committee the question of school fees has arisen once more. A resolution of the Committee recommending that fees should be charged at one school having been returned by the Council, the Education Committee decided to stand by the proposal.

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WALES.

At the half-yearly meeting of the Board, which was held at Holyhead, Prof. Anwyl, M.A., of University College, Aberystwyth, was unanimously elected Chairman of the Board, in succession to the late Mr. Humphreys-Owen, and Lord Stanley of Alderley was elected Vice-Chairman.

Central Welsh Board. The following resolution of condolence with the widow of the late Chairman was unanimously passed:—"The Central Welsh Board for Intermediate Education desires to place on record its sense of the incalculable loss sustained by Welsh education in all its spheres, and especially in that of secondary education, through the death of its first Chairman, the late Mr. Arthur Charles Humphreys-Owen, M.P., and wishes at the same time to express its deep sympathy with Mrs. Humphreys-Owen and the family in their sorrow. In reviewing the services of the late Chairman to Welsh education, the Board recollects with affectionate remembrance the invaluable experience which he as one of the great pioneers of the intermediate system brought to bear upon the initial discussion of problems to which the Board itself was new, the patient and courageous thoroughness of method with which he guided the Board in seeking for their solution, the unfailing urbanity and impartiality with which he presided over its deliberations, the high aims and ideals from which he never departed, and the splendid devotion with which he ungrudgingly sacrificed himself to his people's service; in the abiding memory of these great qualities of the late Chairman, the Board mourns his loss, but rejoices to think that the example of his great service will ever remain in his country's annals as a standing incentive to others towards the furtherance of her highest aims."

The draft schedules for the year 1907 were exhaustively discussed; while several very important modifications in the regulations for the Honours Certificate were adopted. For some years it has been felt that some change in the existing regulations was necessary, as their undoubted tendency was to encourage extreme specialization in the schools, as a candidate was able to obtain a certificate by satisfying the examiner in two subjects only. Nor was the course prescribed under the old regulations found by experience to be the most suitable for those pupils who desired to enter one of the University colleges, or to embark on a professional or business career. The only pupils who really benefited were the pupils specializing for an entrance scholarship at one of the older Universities, and they constituted a very small minority of the two hundred candidates. The new regulations are so framed as to give an equal chance to both types of pupils, viz., those pupils for whom high specialization is necessary as well as those who desire to follow a wider curriculum. In each subject there will be two stages, and a candidate can obtain a certificate either by satisfying the examiners in two subjects at the higher stages, or in three subjects at the lower stage. After some discussion it was further resolved to adopt the recommendation of the Executive Committee to the effect "that no pupil shall be admitted to the Honours Certificate Examination in any subject unless the Executive Committee is satisfied that adequate provision for teaching that subject is indicated in the school time table." On the motion of the Registrar of the University College, Aberystwyth, a sub-committee was appointed to report on the old question of the differentiation of the schools. The Committee has set before it a very complex problem; and at first sight, its difficulties would appear to be well-nigh insurmountable. Suppose, for instance, that there should happen to be a pupil with a strong classical bent in a school in which science is the staple subject. Either he must suffer, or means must be devised whereby he can be transferred to another school, in which good classics are taught; and all this means money.

Miss Collin and Mr. J. Trevor Owen were re-elected members of the Executive Committee, and Mr. W. J. Russell was co-opted as a member of the Board.

Welsh County Schools Association. The Association met at Cardiff on Friday, May 11. In the interesting and suggestive address which he delivered at the opening of the session, Principal Griffiths dealt with many of the educational topics which provoke so much discussion at the present time. His refer-

ences to the excellent record of the Central Welsh Board were cordially endorsed, and so were his criticisms of the present attitude of many popular authorities towards the educational "expert." Dealing with the constitution of the Council of Wales, the Principal said that we must recognize the prevalence of this suspicion of professors and schoolmasters as an important factor in the situation; and he therefore counselled the Association not to seek for direct representation, but to go in for a Consultative Committee. Mr. R. W. Jones, in a closely reasoned paper, however, advocated the opposite view, expressing the opinion that it would not be possible to exert any effective influence over the Council, or to initiate any educational policy through such a Committee. After some discussion the following resolution, proposed by the Executive Committee, was adopted:—"That due provision shall be made for the election of representatives of head teachers of Welsh Intermediate Schools on the Council of Wales, such representatives to exercise the full powers, except that of voting, of the other

members of the Council." The Association afterwards proceeded to discuss business of a technical character, such as the syllabuses of the Central Welsh Board, alternative schemes, &c. Miss Collin, Mr. William Lewes, and Mr. T. R. Dawes were re-elected to their respective offices.

At the close of the session, the Lord Mayor of Cardiff held a reception at the Town Hall, to which members of the Association were invited. This function passed off very pleasantly, and his Lordship's kindness was much appreciated by all who attended it.

University Court. The two most prominent incidents at the recent meeting of the Court held at Bala, on May 17, were the attempt to oust Sir Isambard Owen from the Senior Deputy Chancellorship, and the attack on the power of recommending for honorary degrees possessed by the Senate. Ever since Sir Isambard was appointed to the Principalship of the Armstrong College, a certain section of the Court have resolved to try and secure his ejection from the Deputy Chancellorship; this, however, was the first occasion on which they took definite action by proposing another candidate in opposition to him. Though he was re-elected by a substantial majority, yet most members were surprised to find that the minority, as represented by the votes recorded in favour of Lord Kenyon, constituted such a large proportion of the Court. The loss to the University of the services of Sir Isambard would be well-nigh irreparable, as probably no other member of the Court possesses such intimate knowledge of its history, or has been more closely identified with its development. The recommendations for honorary degrees gave rise to a somewhat acrimonious discussion, during which the privileges of the Senate were rather fiercely attacked by the non-academic members. It seems that their dissatisfaction with the list submitted was solely due to the omission from it of the name of the ex-President of the N.U.T., and not to any objection to the three gentlemen suggested by the Senate as worthy to be the recipients of degrees *honoris causa*.

The Warden of the Guild, Sir Marchant Williams, is clearly determined that in future the exclusive privilege of the Senate in the matter of recommending for honorary degrees shall be abolished, as he has given notice that he will propose at the next Court that nominations for such degrees shall be made by a Joint Committee of the Senate, the Executive Committee, and the Guild of Graduates. Throughout all these discussions it was very evident that there exists a very distinct line of cleavage between the academic and the lay element on the Court, and the tone and temper of some of the speeches suffered in consequence. The above motion of the Warden will also, no doubt, tend to intensify this feeling of jealousy between the two sections.

The statutory resolutions for the establishment of a Faculty of Medicine were passed. Candidates for the degree of M.B. must be graduates of the University and must have followed a minimum course of five years. It was also resolved to hold a second Matriculation Examination in September in and after 1907.

Honorary degrees will be conferred next November, at Aberystwyth, on Dr. Fairbairn, Sir Lewis Morris, and the Rev. H. Elvet Lewis.

Glamorgan County Schools. The Glamorgan Education Committee have decided to divide mixed county schools, designed for three hundred or more pupils, into two departments, for boys and girls respectively. The reasons which Miss E. P. Hughes and Principal Griffiths, the chief supporters of this reactionary resolution, advanced in favour of splitting up the schools will not bear criticism for one moment. Thus Principal Griffiths, whose knowledge of the schools is not very intimate, is reported to have stated that the separate girls' schools are more efficient than the dual schools. This, however, is quite contrary to fact, as Central Welsh Board statistics, &c., prove conclusively. Nor is there any substance in Miss Hughes's contention that girls suffer under the present *régime*. The whole movement in favour of separating the schools is, as a matter of fact, due not to any doubt about the efficiency of the dual system; it has been engineered mainly in order that a few more head mistressships may be open to the assistant mistresses in the Welsh county schools.

"Western Mail" and the County Schools. The *Western Mail* has, once again, published certain anonymous letters which contain very serious reflections on the integrity of the supervisors at the annual examination of the Central Welsh Board. Now we believe that every fair-minded person will readily agree that the editor, in justice to all the masters and mistresses in the Intermediate schools, should either substantiate the charges or withdraw them unreservedly. One must also be allowed to doubt whether the publication of letters suggesting fraudulent conduct on the part of members of a great profession is strictly in accordance with the canons of honourable journalism.

The Drafting Committee meets at Llandrindod Wells on June 1. Several modifications of the original clause have appeared in the Press, but it remains to be seen whether they are sufficiently drastic to unite all sections in support of the Council.

(Continued on page 408.)

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IRELAND.

At the time of writing the names of the Commissioners appointed to inquire into the affairs of Trinity College have not been published. It is stated that Sir Edward Fry, who presided over the Commission on the Irish Land Laws bearing his name, will be the Chairman. It was at first believed that no member of Trinity College had been appointed; but it appears that the Board have been asked to nominate one member, and have done so. The most discouraging rumour we have had is that the Royal Commission will be merely a "reporting" Commission, and not the preliminary to a definite attempt to settle the whole Irish University question, which, though it does not cohere with Mr. Bryce's statement in the House when announcing the appointment of the Commission, is probably correct, as the Government have given no indication that they have any definite policy on the subject of Irish education, and the Liberal Party are extremely divided upon it.

At the recent meeting of the Synod of the Episcopal Church of Ireland the differences between the Church and Trinity College on the question of giving the former some control over the teaching in the Divinity School were again brought forward, and an influential Committee was appointed to take steps to have the present position of the Divinity School brought before the Royal Commission, and the claims of the Church in relation to it.

Last month a fine statue of the late Mr. Lecky, erected in the quadrangle of Trinity College, in memory of the historian, who was a graduate of Dublin University and her Parliamentary representative, was unveiled. Lord Rathmore, a personal friend of Mr. Lecky, delivered an eloquent address on the occasion.

The question of continuing the conferring of *ad eundem* degrees on women holding the Oxford and Cambridge Certificates is being raised, as the time limit imposed is approaching. It was intended that the privilege should be only accorded until it was possible for women desiring the Dublin degree to graduate in Dublin University itself; and over the signature "M." in the *Athenaeum*, a prominent member of the Board asks that the giving of such degrees shall now cease. The large number applying for the degree has astonished none more than the Provost and Board of Trinity College themselves. It is however desired by the women interested that the privilege shall be continued, and certainly, if they are to be treated as men graduates of Oxford and Cambridge are, logically this should be done. We are informed that the large sum accruing from fees has been set aside and ear-marked for women's education.

At a recent meeting of the Senate of the Royal University a resolution was passed directing the Standing Committee to "prepare a draft of such statutes and regulations as shall provide the necessary means to enforce academic discipline and to punish academic misconduct." It was also directed that the minutes of the Senate meetings, &c., relating to the disorders last October should be supplied to Government. The appointment of a successor to the Earl of Meath in the Chancellorship of the University has not, at the time of writing, been announced.

An important point in Irish intermediate education has been raised by the action of the Chief Secretary in the House of Commons on the 21st ult. The Rules and Programme for the Intermediate Examinations of 1907 have recently appeared. From one part of the courses Irish, as an alternative language with French and German, is removed. Mr. T. O'Donnell, in the House, moved an address asking that the "sanction of Parliament" or the "Royal assent" (it is variously reported) should be withheld from the new Intermediate Rules until they were amended in this respect by the restoration of Irish, and also by making domestic economy and hygiene compulsory for girls in the senior courses for exhibitions. The Chief Secretary, in reply, stated that the Intermediate Board was independent of the Irish Government, and that he would not interfere in any way, but would leave the matter to Parliament; he himself sympathized with the desire of Mr. O'Donnell to place Irish on an equality with French and German. Mr. Campbell, the only Unionist member present, protested strongly against the Rules of the Board, drawn up, it might be presumed, from carefully weighed reasons, being altered by Parliament, which was comparatively ignorant on the subject, and without the case of the Board being fairly stated by the Chief Secretary. The issue, however, was that each of the proposals was passed without a division, and, presumably, will now be embodied in the Rules. The latter have already received the sanction of the Lord Lieutenant, and are published.

It is somewhat startling to find that the House of Commons—a wholly incompetent body to decide such educational details—can make any changes it wishes according to the whims and circumstances of any given half-hour—changes which may have serious effects on education or greatly embarrass the schools. The rule compelling girls in the Senior Science Exhibition courses to take Domestic Economy and Hygiene is of this kind. It would necessitate special buildings and equipment, which, perhaps, in a year or two other changes would again make unnecessary. The competence of the House to decide such

educational questions was illustrated on the occasion by one member's announcing ironically that geometry, trigonometry, mechanics, and chemistry were actually appointed as subjects for girls to study, and asking what "earthly good such subjects would be to them," while the names of these subjects in the education of girls were received with loud laughter by other members.

Since no part of the funds of Irish intermediate education is derived from an annual Parliamentary grant, some of it coming from the funds of the Irish Church, and the rest from part of the Excise revenue, it is doubted that this unprecedented interference is valid, and there is much speculation as to what action the Board will take in regard to it.

The provisions of the Act which established registration for teachers were extended to Ireland through the efforts of the various Irish educational associations, and have been taken advantage of to a very considerable extent. The attitude of the Irish Roman Catholic Church in regard to the University question almost wholly prevented Roman Catholic teachers applying for registration, but, among the small Protestant minority, nearly four hundred teachers have registered in Column B, out of which about a hundred and fifty are teaching in England, though trained in Ireland and belonging to the Royal University. The chief Protestant schools in Ireland all applied for "recognition." Largely in consequence of registration being established, a department for the training of teachers has been established in Trinity College, Dublin, Alexandra College, and Queen's College, Cork, and is about to be started in Queen's College, Belfast, while almost all students preparing to become teachers have been intending to fulfil the requirements for registration. In view of these facts, the abolition of the Register by a clause in the present Education Bill, without any provision for another scheme of registration, is regarded as retrograde and injurious by Irish educationists, and memorials have been presented to the Chief Secretary, protesting against it, from the Irish Association of Women-Graduates and the Central Association of Irish Schoolmistresses, while a third is being signed by the Irish teachers who have already registered.

On three occasions during the last month the financial injustice suffered by Irish primary education has been brought prominently forward. In the House of Commons, in an able speech on the general financial relations of the two countries, Mr. Redmond drew attention to the fact that in the increased expenditure on education during the last ten years, calculated on the Scotch scale, Ireland should have received £310,000 more than she did; on the English scale, £234,000 more; also that, while subsidies for buildings, &c., were formerly given as a special additional grant, they were now taken from the Development Grant—a fund which in England and Scotland was devoted wholly to education, but in Ireland was diverted to other purposes.

The Provost of Trinity College, recently speaking in the North of Ireland, gave details of practical evils and difficulties arising from the want of funds to supply sanitary school-houses and the consequences of closing or amalgamating small schools in districts with a very scattered population.

At the Synod of the Episcopal Church of Ireland, Dr. H. Moore showed that, even calculated on the basis of the contribution of Ireland to the Exchequer, Irish primary education should receive £200,000 a year more than she does; on the basis of population—the proper basis—the grant at present, instead of being not quite £1,400,000, should be upwards of £1,800,000. By the Estimates of this year Scotland, with about the same population, will receive £500,000 more than Ireland for primary education.

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Cambridge; and T. H. E. Baillie a scholar of Pembroke College, Oxford. A scheme for considerable additions to the school buildings is under the consideration of the Council. The Speech Day has been fixed for Wednesday, June 27.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—Empire Day was celebrated first by a short service. Prayers appropriate to Ascension Day were read and then the pupils sang the Old Hundredth. Mrs. Bryant then gave a short address on the unity of the Empire as maintained "by the golden link of the Crown," which was followed by the singing of the National Anthem. The hall was decorated with flags and the Union Jack waved from the roof of the building. An exhibition was held in the Gymnasium of articles lent by the pupils to illustrate the productions and characteristics of the different parts of the Empire. These included a great variety of specimens of historical relics and beautiful lace of the United Kingdom; the cereals of Canada; specimens of the work of the native races, products, and animal life of South Africa; natural products and native implements of Australasia; embroidery, carving, and brass work of India and the East; charts and other illustrations of the different races and varying modes of life in nearly all the colonies and dependencies. On Wednesday, May 23, a lecture was given to the pupils by Miss Aitken, a former mistress of the school, on her impressions of South Africa and its needs.

UNITED WESTMINSTER SCHOOL.—Dr. E. H. Stevens, Ph.D. Heidelberg and B.A. London, was appointed to the vacant Head Mastership. There were no less than 138 applicants. The post is worth about £600 a year with house rent and rate free. Dr. Stevens has been for the last five years second master at Brighton Grammar School.

UNIVERSITY COLLEGE SCHOOL.—The Court of the Worshipful Company of Fishmongers have granted the sum of a hundred guineas to the fund for the new buildings of University College School at Hampstead. Subscriptions have now been received, or promised, amounting to £65,828, leaving a balance still to be raised of £44,172. Further subscriptions should be sent to the Treasurer (Dr. Collingwood Andrews), University College School, Gower Street, W.C., or to one of the Secretaries of the Fund, Mr. Harold Wace, or to Mr. Blyth, at the same address.

WINCHESTER COLLEGE.—The date of the annual match with Eton, which takes place this year at Winchester, is July 6 and 7.

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M. Atilius Regulus, cum consul iterum in Africa ex insidiis captus esset, duce Xanthippo, Lacedaemonio, imperatore autem patre Annibal Hamilcare, iuratus missus est ad senatum, ut, nisi redditi essent Poenis captivi nobiles quidam, rediret ipse Karthaginem. Is cum Romam venisset, utilitatis speciem videbat; sed eam, ut res declarat, falsam iudicavit: quae erat talis: manere in patria, esse domi suae cum uxore, cum liberis; quam calamitatem acceperat in bello, communem fortunae bellicae iudicantem tenere consularis dignitatis gradum. Quis haec neget esse utilia? Quem censes? Magnitudo animi et fortitudo negat. Num locupletiores quaeris auctores? Harum enim est virtutum proprium nihil extimescere, omnia humana despiciere, nihil, quod homini accidere possit, intolerandum putare. Itaque quid fecit? In senatum venit; mandata exposuit; sententiam ne diceret, recusavit; quamdiu iure iurando hostium teneretur, non esse se senatorem. Atque illud etiam—o stultum hominem, dixerit quispiam, et repugnantem utilitati suae!—reddi captivos negavit esse utile: illos enim adolescentes esse et bonos duces; se iam confectum senectute. Cuius cum valuisset auctoritas, captivi retenti sunt; ipse Karthaginem rediit neque eum caritas patriae retinuit nec suorum. Neque vero tum ignorabat se ad crudelissimum hostem et ad exquisita supplicia proficisci: sed ius iurandum conservandum putabat. Itaque tum, cum vigilando necabatur, erat in meliore causa, quam si domo senex captivus, periurus consularis remansisset. "At stulte, qui non modo non censuerit captivos remittendos, verum etiam dissuaserit." Quomodo stulte? etiamne, si rei publicae conducebat? Potest autem, quod inutile rei publicae sit, id cuiquam civi utile esse? Pervertunt homines ea, quae sunt fundamenta naturae, cum utilitatem ab honestate seungunt. Omnes enim expetimus utilitatem ad eamque rapimur nec facere aliter ullo modo possumus. Nam quis est, qui utilia fugiat? aut quis potius, qui ea non studiosissime persequatur? Sed, quia nusquam

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possumus nisi in laude, decore, honestate utilia reperire, propterea illa et prima et summa habemus; utilitatis nomen non tam splendidum quam necessarium ducimus.

By "PSEUDONYM."

While in Africa during his second consulship, Regulus was taken prisoner in an ambushade by Xanthippus, a Spartan officer serving under Hannibal's father, Hamilcar, and was sent on a mission to the Senate under oath, to return in person unless certain captive Carthaginian nobles should be released. Once at Rome he could not be deaf to the dictates of self-interest, plausible enough, but in his judgment—as the sequel shows—misleading. "Abide in thine own country," it said; "enjoy at home the society of wife and child; account the reverse that thou hast suffered to be the common fortune of war; hold thou still thy high office of consul." Who will gainsay that such advice was for his interest? Who imaginably can deny it? Yet a lofty sense of honour and a resolute will say No. Can you wish for authority more ample? It is the prerogative of those high qualities to admit no fear, to condemn all human ills, to account unbearable no suffering that may befall a man. What then did Regulus? Entering the Senate, he delivered his message, but refused to record his vote, deeming that he was no senator while bound by an oath extorted by the foe. Nor was this all. He declared—O fool and blind, men may say—he declared the release of the prisoners to be inexpedient. They were young, he urged, and good officers; he a worn-out veteran. His advice prevailed. The prisoners were not given up, and Regulus returned to Carthage. No love of country or of kindred held him back. He knew full well that he went to a cruel foe, to exquisite torture. But he deemed his oath was binding. So at the very hour when he was being done to death by want of sleep, his was a nobler lot than if he had remained at home a prisoner of war in his old age, false to his oath, albeit a consular. It may be called folly that, far from advising the release of the prisoners, he argued strongly against it. Nay. Is an act folly which promoted the common weal? Can the interest of the individual profit where that of the State suffers? It is indeed a perversion of the fundamental laws of nature when men separate interest from right. We all seek our own interest. We are drawn to it. We cannot do otherwise. Would any man turn away instead of rather pursuing it heart and soul? Yet it is precisely because we cannot find our own interest, except in things noble, honourable, and right, that we account these last the chief and sovereign good, whereas in the word self-interest we recognize nothing higher than a natural instinct.

We classify the 107 versions received as follows:—

First Class.—Pseudonym, Menevia, Semel, Mysore, A.A.M., Occiput, Sterne, Den, Ravenna, E.P.A., Artaxerxes, H.W.H., Cunctator.

Second Class.—Prig, Eicarg, Salopian, Deodar, Bocardo, Dido (Edin.), Borealis, Caractacus, Ptolemy, R.F.C., J.H., Lethe, Theta, Quinapalos, E.S.B., Cluvienus, Pontus, Bia, Gawan, Hector, Lambinus, Dido, Vlaamsche Meisje, Spitzbergen, Alpha, Shakspere.

Third Class.—A.B.C., Tweedside, Theodora, Page 350, Cicero, Saucy Jane, Great Western, *obtus*, Old Moon, Tactaria, Narcissus, Necessitas, C.H.T., Eheu fugaces, Utilitas, Tiphaine, J.D.L., Odetta.

Fourth Class.—Glis, E.M.B., D.B., H.M.L., E.T., M.P., S.L., Membro, N.U.T., Vardy, Colophon, Snap, D.O.N., G.A.T., Outfit, A.A.S., Fille, Vaaman, Coll, Rosetta, Marcus, Odena, P.M., Davus, R.S., Quisante.

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The passage of Cicero is taken from "De Officiis," III. 26, 99. It does not need the context to show that Cicero is discussing *utilitas*—"utilitarianism" in modern phrase—and the difficulty is to find a substantive with corresponding adjective which will serve throughout. Several solutions are possible, but consistency is almost essential. So, again, there are many ways of turning the complex first sentence and making it read like English; but the worst of all ways is to follow the Latin order—"Regulus when he was in his second consulship in Africa taken in an ambushade." *Utilitatis speciem videbat*: "he felt all the glamour of self-interest, but he did not mistake the shadow for the substance; policy advised," &c. The imperfect *videbat* expresses his state of mind, and *species* has the double notion of falseness and attractiveness. *Quem censes?* "Who can deny? Whom do you think?" was a common blunder in English. *Magnitudo animi* is general: to drag in Regulus weakens the argument. *Sententiam ne diceret*: the technical word for "to vote"; the next sentence shows it cannot mean "to express an opinion." *Tum ignorabat*: the prize version omits "even then." *Vigilando necabatur*: "he was dying of sleeplessness" suggests disease, not torture; and "he was tortured by the extraction of his eyelashes" is an unwarrantable gloss. "He was kept without sleep, and so killed by inches" is the best we can suggest. *Si domo senex*: here the prize version misses the full force—"if he had spent his last years at home, a Roman with the brand of slavery, a consular who had

(Continued on page 414.)

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These School and Teachers' Advertisements are continued from page 380.

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ENTRANCE SCHOLARSHIPS.—Ten Entrance Scholarships, from £50 to £60, and several Bursaries of £30, tenable for three years at the College, will be awarded on the results of an Examination to be held from July 2nd to July 7th, 1906. Names must be entered before June 1st. The College prepares Students for London Degrees and also for Oxford Honour Examinations. Inclusive fee, £90 a year.

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Denbigh, May 2nd, 1906.

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broken faith." *Laude, decore, honestate*: "in things of good repute, honourable and virtuous"—a Ciceronian triplet without precise desynonymization; we must recognize the climax. *Utilitatis nomen*: the majority went hopelessly astray. Literally, "The word 'expediency' implies something we cannot do without, but it carries no distinction"; more freely, "Self-interest is an indispensable motive to action, but it confers no distinction."

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"R.J.B." sends us the following "amended problem":—

John Robinson, writing A.D. 2050, says: "At midnight on the day I was born the number of days which had elapsed since the century began was a divisor of the number of days which the century contains. If my grandfather, Alfred Jones, had not been born just a day too late,

he would have been able to make the same remark. Alfred Jones and I were born on the same day of the week and in the same month of the year." On what days, respectively, were John Robinson and Alfred Jones born?

Answer: May 7, 2005, and May 3, 1902.

Solution.

The twentieth century contains 36,525 days, the twenty-first century 36,524 days. Tabulating the possible dates of birth, the months in which they occur, indicating in the case of Alfred Jones the number of days in excess of a multiple of 7 since the beginning of the twentieth century, and in the case of John Robinson the number of days in excess of a multiple of 7 since the beginning of the twenty-first century, plus 6 (6 being added because the twentieth century contains 6 days in excess of a multiple of 7), we get

A. J.	Index No.	J. R.	Index No.
4 Jan.	4	2 Jan.	8
5 Jan.	6	4 Jan.	10
16 Jan.	2	23 Jan.	8
26 Jan.	5	46 Feb.	10
76 Mar.	6	92 April	7
488 May	5	397 Feb.	11
1462 Jan.	6	794 Mar.	9
2436 Sept.	0	1538 May	12
7306 Jan.	5	9131 Dec.	9
12176 May	3	18262 Dec.	12

We have to choose an index number from each table (affixed to the same month in each case) such that the difference between the two numbers is 7 or 0. The only pair satisfying these conditions is A. J. May 5 and J. R. May 12. Hence A. J. was born on the 488th day of the twentieth century and J. R. on the 1538th day of the twenty-first century.

N.B.—Unity has been omitted from the enumeration of possible divisors, but this was not necessary.

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These School and Teachers' Advertisements are continued from page 413.

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REVIEWS AND MINOR NOTICES.

- (1) *Western Europe in the Fifth Century.* An Aftermath by the late E. A. FREEMAN, M.A., Hon. D.C.L., Regius Professor of Modern History in the University of Oxford. (Macmillan.) (2) *Western Europe in the Eighth Century and Onward.* By the late E. A. FREEMAN, M.A., Hon. D.C.L., &c. (Macmillan.)

Unfinished work of a scholar who has been taken from us by death should in all cases be treated with respect. These volumes, however, do not stand in need of any pious indulgence, for, if they exhibit some flaws characteristic of their distinguished author's copious productions, they afford perhaps stronger proofs of the wide extent of his learning and the quality of his intellect than are to be found in any of his earlier writings. This is specially true of the first of these two books, which contains a series of lectures on the tangled and obscure history of Gaul from the invasion of the Vandals, Alans, and Suevians in the first decade of the fifth century to the overthrow of the last traces of the Roman rule by Chlodowig (Clovis) the Frank. Slight and scattered notices of events are gathered from many historians, and are criticized and fitted together with extraordinary skill, and narratives are formed out of materials sufficient, indeed, as Freeman shows us, but so difficult to arrive at and so awkward to handle that only a master could have used them with a successful result. A large part of the history centres round the career of the second Constantine who went forth from Britain to win the Imperial crown. He carried the legions with him, and his invasion of Gaul brought the Roman power in Britain to an end. The generals of the reigning Emperor, Honorius, seem to have fled before him, and, though he had to encounter some resistance from the barbarian invaders of Gaul, he soon made himself master of the eastern portion of the land, and reigned at Trier from the Channel to the Mediterranean over all the country which still remained under the Roman sway. He added Spain to his dominions, and became the sole representative of Roman power beyond the Alps. Honorius was forced to acknowledge his claim; he reigned at Arles as a lawful Augustus, and his son Constans as Caesar ruled over Spain at Zaragoza. Then a new pretender to Empire was set up by Gerontius, one of his generals: he lost the corner of Spain which had escaped barbarian ravage and was finally overthrown by the great captain and future Augustus Constantius. The story ends with the dramatic scene of the death of Gerontius and his heroic wife Nunechia. A large part of Gaul and by far the greater part of Spain were in the hands of the barbarians, but for a time Honorius was free from Roman rivals. By the settlement of the Western Goths in Aquitaine, of the Burgundians in the central east, and the Franks in the north-east, the Roman power in Gaul was confined to a strip of country passing through the central portion of the land. It was finally destroyed by the defeat of Syagrius.

The relations between the barbarian conquerors in Gaul and the Empire, a matter of supreme importance, both politically and in the history of Western civilization, are exhibited at some length. For two generations after the settlement of the barbarians Roman dominion survived in Gaul. Constantius so far revived the power of Rome that it is doubtful whether any one barbarian king could have destroyed it. He forced the Goths to evacuate the country, and the barbarians learnt that Rome could still strike hard. Yet it was not long before the Goths under Wallia established their rule in Aquitaine, and the continuance of the Roman dominion thenceforward depended rather on the will of the barbarians than on its inherent strength. It did continue because the magic of the Roman name enabled Rome to find allies and champions among her conquerors. Atawulf the Goth, the husband of Placidia, reigned in Narbonne as a Roman officer, faithful to the Empire, though not to the Emperor, for he maintained a puppet Emperor against his brother-in-law Honorius. Wallia and his people received "the second Aquitaine" as a territorial possession to hold as soldiers and subjects of Rome, and Gunthachar the Burgundian was an Imperial proconsul. Though, so far as practical dominion was concerned, Rome had sunk both in Gaul and Spain to be one power among many, and to hold only a part of those lands, yet "in the other parts of them the Roman life still goes on; the tongue, the law, the creed of Rome is [*sic*] still respected; the Roman bishop still keeps his church in the Roman city;

the Roman magistrate still dispenses the law of Rome to a Roman people."

The second of these volumes begins with an unfinished paper on the affairs of Neustrian Gaul in the seventh century, with special reference to the life of St. Balthild, the English-woman who rose from slavery to share the throne of a Merwing king; it ends with the Imperial coronation of Otto the Great in 962. Taken together, the two volumes may best be described as fragments of a projected history of Western Europe which was to have covered the six centuries between the barbarian invasion of Gaul, the beginning of the decay of the Empire in the West, and the restoration of the Empire in a new form—the Holy Roman Empire of the German nation. The main subject of this second series of papers is the transference of the Frankish monarchy from the Merwings to Pippin and his house, together with the wars of Pippin against the Saracens and the Lombards. The part taken by Pope Stephen in the negotiations which led to Pippin's interference in Italy is represented in a somewhat unusual light. That the Pope invoked his help against the Lombards is, of course, a matter of common knowledge. It is not so generally known that the Pope, in so doing, acted as a representative of the Emperor, and that it was as the Emperor's representative that he conferred on the Frankish King the title of Patrician of the Romans. Yet, while Stephen persuaded him to promise to recover lands for the Roman Republic (as the Empire was still called), he did not intend that these lands which were to be reconquered from the Lombards by the Franks should be restored to the Empire: they were to be conferred on his see. The Emperor, Constantine, considered that the Exarchate was his—as, indeed, it was legally; the Lombards had conquered it from the Empire, and to the Empire it ought to be restored. But the Papal policy triumphed, and "the Republic of which Pippin was the Patrician was clearly shown to be a republic of which not the Emperor, but the Pope, was to be the practical head." A large number of long *excursus* deal exhaustively with certain special points in the history. In both volumes the author's verbosity and inflated style of writing detract from the reader's enjoyment; but such drawbacks will not deter the student from seeking to profit by the excellent matter which they contain. The editor's work seems to have been done carefully, though the indexes leave much to be desired.

Greatness in Literature, and other Papers. By W. P. TRENT. (6s. Geo. G. Harrap & Co.).

Mr. William P. Trent is Professor of English Literature in Columbia University. In the volume before us he has reprinted eight papers delivered before University audiences and other kindred gatherings during the last four years and which have appeared in various American magazines in slightly amended shape. They are all more or less connected with the teaching of English literature; and are put before us as the views of a well read and catholic-minded man on topics with which he has to deal in University work. He discusses each with moderation and good judgment, and is on his guard against making extreme statements of any kind, but not without a temperate enthusiasm for the claims of literature. Indeed, he is so well balanced in his views that sometimes we have found it difficult to gather precisely what he would have us do. But this is not often; and, on the whole, he gives us a well thought-out opinion on the various difficulties of this most difficult subject. His first paper discusses the question of "Greatness in Literature." Here the first thing to do is to arrive at some agreement as to the standard to be adopted. After a very interesting discussion, he divides his writers into supreme, very great, great, important, and minor; and he gives good and weighty reasons for so doing. In the first he gives very few writers who appeal to all nations and times—Homer, Sophocles, Vergil, Dante, Shakespeare, Milton, Goethe, Molière, Cervantes; but is doubtful whether to include Scott, Victor Hugo, and Balzac. We should substitute Sophocles, Isaiah, and St. John. Then follows a much larger class, the "very great," who do not appeal to all nations—Pindar, Lucretius, Petrarch, Tasso, Ariosto, Chaucer, Spenser, Schiller, Heine, Voltaire, Rabelais, Montaigne, Swift, and Gibbon. But here we are not so definite, and would probably have to include several others. The difficulties increase as we descend; but in the main the "supreme" writers stand firm—at least as far as Cervantes.

The next paper has a word to say for smaller authors, and for

popular judgment; and we are shown that there are many who, though on general grounds we have to omit them, have nevertheless produced some poem or piece of prose of such excellence that they have to be included—at least, as far as the piece in question is concerned. But we will turn rather to speak of the two papers which have attracted our attention more than any of the others—"Literature and Science" and "Teaching Literature."

There should not be any rivalry between science and literature: both are wanted. In the last analysis both aim at making the universe more intelligible; both are founded on careful observation and careful experiment. At least literature, when it goes beyond fact and passes into the realm of imagination, should have no doubt on the point and should not allow any one else to have any—if it is to deserve the name of literature. This, or something very like this, is the ultimate outcome of a bright and very interesting argument, in which the plea for more tolerance and forbearance all round is excellently put.

"Teaching Literature" is also an admirable statement of the numerous difficulties which we meet with in dealing with this extremely puzzling question. We are fairly well agreed as to what ought to be the result of any system we employ; but are still very much in the dark as to how to produce that result. The consequence is we are told much more about what we ought *not* to do than what we ought to do, with the result that we are sometimes rather puzzled. But, on the whole, something like this is the outcome. We should use very little of the history of literature in the early stages, and a very little of the study of the selected text-books of good writers, with very few notes; and for the rest depend on the fostering and encouraging of reading for oneself to any extent—with perhaps a few words on linguistics and metres. We should use very little examining and very little essay-writing. This is as far as we can well go at present till the air gets clearer. We are conscious that this is a very poor account of an interesting and stimulative paper. But Prof. Trent warns us that it is not safe to attempt much more for a while. Some day we shall; and that soon. And then we shall hope to hear from Prof. Trent again.

A History of English Prosody. By Prof. SAINTSBURY. Vol. I.: *From the Origins to Spenser.* (10s. net. Macmillan.)

To charge a professor of rhetoric and English literature with inability to write English is a railing accusation that we will not bring; but we may, without offence, exhort our readers not to be repelled from a very thorough and conscientious study of English metre by an involved and unattractive style. The following extract—and we could pick a score like it—speaks for itself:—

Whether those who assert that Anglo-Saxon was, though doubtless, as Guest says, "sung to the harp," sung to a sort of recitative with stress-syllables only, are right, does not matter; that is another of our "previous questions," though it may be an actual one with other people. *Securi iudicemus* that in every example quoted above, except those survivals in Layamon (of which we would not get rid for anything, though it may be suspected that the other party would be only too glad to get rid of the rest), the "common and triple measures" have emerged, *have* disentangled themselves from the heap.

Prof. Saintsbury is an Oxford man. He tells us in his preface that the seed of this treatise was planted at Oxford when, by a happy coincidence, he discovered that Homer's hexameters went to the tune of "The Cornflower Waltz." He leaves it to some Cambridge man to calculate the infinite odds in his favour against Dr. Skeat in respect of a certain inference. If banter were permitted to University professors, Dr. Skeat might well retort that this appeal to Cambridge is appropriate; for none but a mathematician is capable of eliminating these brackets within brackets and elucidating these algebraical expressions.

The vocabulary is as complex and repellent as the structure of the sentence. We have simple compounds—as "echoes-before," "*prima-facie*, jump-to-the-eyes, prosodic character"—double compounds made with hyphens as in German, words half in italics and half in roman, foreign words on every page—a stop-gap is a *cheville*, a tag is a *cliché*, a tendency is a *nisus*, the fact and the reason are the *hoti* and the *dioti*, a standing quarrel is *eternum* [*sic*] *vulnus*—and monstrous new coinages such as Guestionianity, Bradshavians, tetramimeral, *délayage*, and *honorificabilitudinitas*. It is never too late to learn, and we

commend to Prof. Saintsbury's attention a volume by two Oxford men reviewed in another column.

To turn to the kernel from the husk over which we have delayed too long, the author sets forth with the laudable intention of working from the facts to the law, of examining the evidence with no preconceived theory. He has perused nearly all the printed stock of English verse before 1600, and every poet of the slightest repute since that date. Yet at the very outset he ranges himself on the side of the classical metricists, the scholars who scan by feet and analyze feet into long and short syllables, as opposed to the "dunces," like Mr. Swinburne, who "measures verse by ear and not by finger." He is careful to premise that for his trochee we may, if we like, substitute stressed and unstressed syllable, but he sticks to his foot as the unit, and maintains that in English accent is only one cause of quantity, and that not a stable one.

We have no intention of renewing the standing quarrel between accent and quantity, or reopening the "*eternum vulnus*." We have indicated our own view in the notices of Mr. T. G. Omond's "*Study of Metre*" and Mr. J. B. Mayor's "*English Metre*" no less clearly than Prof. Saintsbury has when he pronounces the latter a perfect exposition, if only it were fuller. We may, however, as a simple test take up a challenge thrown down by Prof. Saintsbury. He defies us to make anything of "humdrum," if correctly pronounced, but a spondee. How would the Professor scan?—

He chops up verses into longs and shorts,
A humdrum occupation for a bard.

The late Mr. Shilleto maintained that "beefsteak" was the one genuine spondee in English. A quantitative scansion of Shakespeare or Milton is no less preposterous than would be an accentual scansion of Homer or Vergil—witness Stanyhurst and Dr. Bridges.

We differ fundamentally from the author in his conception of English metre, but we gladly allow that those who differ most widely may none the less profit by his labours, that he has provided a rich storehouse of materials, especially in the specimens arranged in foot-notes, that he has mapped out arid tracts of literature where none but an explorer would care to follow him, and paved the way for the phoneticians and philologists whom he regards somewhat arrogantly as the Jebusites of literature.

The first volume takes us down to Spenser, who is treated with real insight, and for the lay reader, whose curiosity as to the scansion of Langland and Gower even Prof. Saintsbury will fail to excite, the work promises to increase in interest as it descends to more familiar poetry.

"Oxford Higher French Series."—Edited by LEON DELBOS.

- (1) *De l'Allemagne.* By Mme. DE STAËL. Edited by H. W. EVE. (2s. 6d. net.)
- (2) *Notre-Dame de Paris.* By VICTOR HUGO. Edited by LEON DELBOS. (3s. 6d. net.)
- (3) *Trois Grotesques.* By GAUTIER. Edited by H. J. CHAYTOR. (2s. net.)
- (4) *Salammbô.* By FLAUBERT. Edited by E. LAUVRIÈRE. (3s. 6d. net.)
- (5) *Jocelyn.* By LAMARTINE. Edited by E. LEGOUIS. (3s. net.)
- (6) *Mémoires de Mme. de Campan.* Edited by H. C. BRADBY. (2s. 6d. net.) (Clarendon Press.)

The Delegates of the Clarendon Press have gone a long way to wipe away what has hitherto been a standing reproach to modern-language teaching in England. The reformers have given us many excellent primers and a variety of reading books well adapted for the earlier stages; but, though they protest that the New Method is no less concerned with the pursuit of literature than the old—in fact, that it differs only in the way of approaching the study of letters—yet in practice they have stopped short of the final stage, and the highest honours of the French Professors may be gained by pupils who have never read a French book that dates back fifty years. The teacher, too, who is not content with mere linguistics, and desires to give his pupils a taste of the best foreign literature, finds himself hampered by the lack of suitable editions. There are novels galore, and he may take his pick among a dozen rival editions of the "*Roi des Montagnes*"; but the commentaries on standard authors are as much out of date as the Delphin editions of the classics, and the greatest of contemporary authors have hardly yet been sampled.

The present series marks a new departure. The volumes

have been chosen for their literary merit, and the annotation is mainly on literary lines. To each volume is prefixed an original study of the author and the particular work, sometimes in English and sometimes in French—all competent and some rising to excellence. The notes vary even more than the prefaces, and herein lies the weak point of the series. If we may tender a word of friendly advice to the general editor, he must drive his team with a tighter rein.

(1) The text gives, with a few omissions, the second, and far the most interesting, book of Mme. de Staël's "Germany"—a work of genius considering the time when it was written, and even now a stimulating introduction to the history of German literature. It is prefaced by an able sketch of the authoress's life. We could, however, have wished that Mr. Eve, who knows German literature so thoroughly, had omitted the politics, which are irrelevant, and discussed instead the mutual relations of French, German, and English literature. With the lady herself Mr. Eve deals tenderly: she herself "owns up" to three lovers besides Benjamin Constant. The notes—models of their kind—are hardly in conformity with the prospectus, half of them touching on grammar and meanings of words. Thus, on page 7 we have seven such notes, and we miss a note on English translations of German. We should hardly reckon Thomson's "Seasons" or Young's "Night Thoughts" as poems of domestic affections. On page 8, instead of a note on the French pronunciation of "Schiller," we want a reference to the passage quoted (similarly on page 141).

(2) Hugo's masterpiece in prose has been judiciously curtailed, but it still extends to 350 pages. M. Delbos has given a glowing appreciation of the poet, whom he personally knew, and of the romance. The notes are adequate. Some of the philology and the short construes might, without loss, have been omitted, and a map of old Paris would be a useful addition.

(3) The "Trois Grotesques" are Villon, Cyrano de Bergerac, and Scarron. The volume will be welcome to any who have been tempted by Mr. Chaytor's recent article in these columns to embark on Old French. The introduction supplements and brings up to date Gautier's "Life of Villon." An ideal Sixth Form Reader.

(4) We should not ourselves care to embark on "Salammbô" with a class. The merits and defects of the romance are impartially summed up by M. Lauvrière; but the unregenerate schoolboy will care nothing for the antiquarian research and little for the truth of local colour, while he will be painfully oppressed by the lack of human interest. On the other hand, the general reader will welcome a scholarly edition which gives him words not to be found in the dictionary and enables him to refer to documentary sources.

(5) M. Legouis's edition of "Jocelyn" is an eloquent appeal against English criticism—e.g., the sentence of Matthew Arnold that "Jocelyn" is without importance save for French readers. Arnold, sensitive as he was to the merits of French prose, on which his own was largely modelled, had no ear for the melody of French verse and could not appreciate the limpid smoothness of Lamartine's verse, which flows on like a broad river reflecting earth and sky. This quality is well brought out by the editor, and he has tempted us to reperuse a poem which we never thought to read again. Yet we must own that the sentiment still seems to us *maladif*, and even the death scene which forms the climax leaves us dry-eyed. Nor can we agree with M. Legouis that for exactitude and grandeur Lamartine's Alpine pictures are unrivalled. He is rhetorical like Byron, like Coleridge in his great "Hymn"; but he never brings Switzerland before our eyes as Arnold does in his "Marguerite."

"Et ses vastes rameaux de granit et de marbre
Craquaient et se tordaient comme les bras d'un arbre"

—lines that M. Legouis italicizes as a perfect description—appear to us a bombastic hyperbole. The notes are brief and to the point; but was it *tant* to give all the variants?

(6) This volume gives Mme. Campan's "Memoirs" from 1785 to 1792. Mr. Bradby disposes of the writer in a page, and throughout he errs on the side of parsimony. He might well have added some details—that Jeanne Genet had Albanese to teach her singing, Goldoni for Italian, and Marmontel for literature; or that "créer des mères" was Napoleon's *mot d'ordre* when he appointed her as directress of his school for officers' daughters. Surely, too, "l'affaire du collier," which occupies the first chapter, called for a note on recent historical researches. On the other hand, there are some superfluous construes—e.g., "parterre et loges." The name of Mme. Campan's sister was Angière, not "Auguié."

The King's English. (5s. net. Clarendon Press.)

It is a rare pleasure to come across an original work on orthoepy compiled by authors of keen logical acumen who can themselves write English. Except in the chapter on Punctuation, where Beadnell's "Spelling and Punctuation" is taken as the *corpus vile*, no reference is made to preceding treatises. The work gains thereby in freshness and independence of

thought, and we are spared the stock examples, familiar as those of the "Eton Latin Grammar," but we miss the pleasure of controversial argument. From Dean Alford and Mr. Washington Moon, who may be reckoned the gossips of the book, the authors have little to learn; but Dr. Hodgson, though his "Errors in English" dates back half a century, is still a worthy antagonist.

The two books are composed much on the same plan, but the execution is widely different. Dr. Hodgson collected for years cuttings of faulty English, mainly from newspapers, and tabulated them with a few running comments. Our authors have drawn their illustrations mainly from recent numbers of the *Times*, but the bulk of the book is didactic, and the exceptions (if we may venture on this dangerous phrase) serve to prove the rule.

It is, in our judgment, a mistake to have drawn the materials almost exclusively from the current press, though it was wise to select the *Times* as representing the highest standard of newspaper English. It is a further mistake not to distinguish editorial matter from correspondence. An editor cannot be held responsible for his correspondents' English; and it is a moot question how far he is at liberty to correct the faulty grammar and constructions of a letter. The mixed mob who took part in the "Do we believe?" correspondence of the *Daily Telegraph* cannot be reckoned among the "reputable authorities" to whom the authors profess to limit themselves. Moreover, even leading articles, written generally at night between 10 and 2 o'clock, cannot be taken to represent standard English as does a deliberate composition, even a novel or a book of travels. We might further object that the author most often quoted is Emerson, and Emerson is an American.

These preliminary strictures do not greatly affect the body of the work. The blunders pointed out, though common, are rarely obvious, and the rules laid down, though strictly logical, are founded on usage, not on *a priori* conceptions. For example, "reliable" our authors freely accept, and "than whom" is acquitted with a (surely unnecessary) caution. Now and again we find ourselves differing, mainly on points of taste which cannot be argued. We take no exception to the words "distinguished," "distinction," "banality," "meticulous," and to say that a vase sold at Christie's "realized the record price" does not sound to our ears as slang; nor should we call the confusion of "wait" and "await," "rise" and "arise" malaprops.

We will note in conclusion a few disputable corrections.

Knowledge to the certainty of which no authority could add, or take away, one jot or tittle [corrected: "to or from the certainty"].

This sounds stilted: we mentally supply "from it" in the parenthetical clause.

He was leaving his English business in the hands of Bilton, who seemed to him, the more he knew him, extraordinarily efficient [corrected: "whose efficiency impressed him the more, the more he knew him"].

Here similarly "the more so he seemed" is easily supplied.

"If you will pardon me reminding you" is corrected to "my." Here usage undoubtedly justifies "me," and it may be defended as strictly grammatical, = "si mihi ignoscere vis te monenti." We should likewise be prepared to defend "so far from this being the case." We had marked several other doubtful corrections, but to discuss them would exceed our limits.

Let us end, as we began, with pure commendation. No author, however punctilious and accomplished he may be, can peruse this treatise without some searchings of heart, and (if we may speak for ourselves) some qualms of conscience. We tremble as we write at the thought that this very review may furnish for a second edition more errors in English drawn from *The Journal of Education*.

Matthew Arnold's Merope. With the Electra of Sophocles, translated by R. WHITELAW. Edited by J. CHURTON COLLINS. (3s. 6d. Clarendon Press.)

All—whether classicists or moderns—will sympathize with the attempt "to introduce and to bring home to modern readers who are not Greek scholars Attic tragedy in its most perfect form"; but we cannot think that the editor has gone the right way to work. He has annotated "Merope" "as elaborately as text-books prescribed for examination necessarily are." Arnold, we read in the introduction, has produced a poem which is the nearest approach possible in any modern language to Sophoclean

tragedy; has achieved all that Sophocles, writing in English and retaining the limitations of Greek dramatic art, could himself have achieved. This seems to us extravagant praise; but, even if we let it pass, what it amounts to is this—that Arnold has done in English what Jebb, in his Pindaric odes, did in Greek. The one reveals Sophocles to an Englishman no less and no more than the other reveals Browning to a Greek. “Merope” is a most meritorious prize poem. Scholars may admire it as a faithful echo of the Greek; but, assuredly, it will not move the English schoolboy, or, if he is compelled to get up the learned notes—the geography of Pausanias, the mythology of Lemprière, the variants from the first edition—he will be moved to loathing. Worst of all will he loathe the scansion. Arnold’s ear for poetry was not of the finest, and sometimes his unrimed verse jars on us like the grating sound of a stick across park palings. His choruses are either a monotonous amble of anapests or prose cut into lines by capitals. Yet Prof. Collins has thought it worth his while to scan with longs and shorts all the choric metres, and would presumably set as examiner such questions as: Write in lines, indicating the quantity of each syllable—“Another sacrifice on this day ye witness, ye new-built towers! when the white-robed, garland-crowned monarch approaches, with undoubting heart, living, his own sacrifice block, and stands, shouting for a slaughterer’s axe.” He actually gives us the full rules of scansion of iambic trimeter acatalectic, and tells the English scholar that the Shakespearian line—

Hath power enough to serve our turn: but who comes here?

is its metrical equivalent! Prof. Collins holds that Sophoclean drama is, as a work of art, superior to Shakespearian drama. He has, it seems to us, mistaken the husk for the kernel, and his edition of “Merope” will not sustain his thesis. It is the tincture of romance, the modern touches—all too rare—that give the play such life as it has: for instance, the children plucking wild gooseberries in the thorn-choked gullies—a perfect gem, marred in the text by an unfortunate misprint, not the only one.

From a College Window. By A. C. BENSON. (7s. 6d. net. Smith, Elder.)

Mr. Andrew Lang must look to his laurels, or he will not long hold the record for literary prolificness. When Mr. Arthur Benson’s own life comes to be written, even if he fails to reach the old age to which he looks forward with the tranquil philosophy of a Laelius, the bibliography will fill many pages, and we who reckon ourselves among his constant readers should find it hard to estimate the amount of his literary output during the past year.

We note the fact without prejudice, as the lawyers say, and, to remove any suspicion of persiflage, will state at starting that we read in the *Cornhill* and have reperused in their collected form his latest volume of essays with unabated interest. It is true, in one sense, that there is nothing new in them. On the subject with which we are, as Mr. Benson was, most concerned, all of us, whether pedagogues or laymen, know from formal tractates, magazine articles, and the daily press Mr. Benson’s views on education. We know what he thinks of Eton—a Holy Roman Empire with Dinos as Emperor; what he thinks of the public-school curriculum—a classical autocracy tempered by an invasive but unorganized Duma of modern studies; of compulsory Greek and of games—both typical corruptions of the best. We know all this; yet he succeeds in the present volume in composing a new variation on the old theme, and the secret of his success is given on the first page in two words—personality and charm.

What adds a special zest to the essays is that he himself takes off the domino—tells us that he left Eton, partly in order to write the life of the late Queen, refused the offer of the head mastership of Eton, and has never regretted having preferred Pepys’s library to Holy Henry’s shade. To be told all this adds point and piquancy to the essays; yet they appeared—most of them—as the contributions of an anonymous college don. This seems to us the perfection of egotism, when the author can so divide his personality as to impart to the public only that half which will interest them—not himself alone. Yet we would tender our parting counsel to the essayist: let Eton lie fallow for a year.

Darwinism and the Problems of Life. By CONRAD GUENTHER. Translated from the Third Edition by JOSEPH MCCABE. (12s. 6d. A. Owen & Co.)

This is a handsome and well printed work, somewhat remarkable amongst books of its class on account of the absence of illustrations—an absence which we are not alluding to as a defect. We are not familiar with the German original; but the translation appears to be smooth and sufficient, though in a few places it is a little difficult to discover the real meaning of the writer. But it is highly probable that this is a defect inherent in the original and is not due to carelessness on the part of the translator. In another respect than that above mentioned this book differs from those of its class; for its plan is of quite a novel character. Instead of taking *seriatim* the various points, such as natural selection and the like, and illustrating them by examples drawn from different classes of animals, the author has preferred to adopt another plan. He devotes a chapter to each of the great classes of animals, and in connexion with each deals with some one problem, or perhaps more than one problem, of life. Thus the function of play is connected with the study of the Mammalia; Birds lead to a consideration of the instinct of love and of migration; Insects introduce us to the subjects of protective coloration and the fertilization of flowers; and so on. It is quite certain that this method of attacking the subject brings very vividly before the reader the points which the author has desired to introduce to his notice. On the whole the writer must be set down as an adherent of Weismann, though in one place he states that the theory of germinal selection must be abandoned. But at other points he seems inclined to look upon it with a more lenient eye, and, in fact, his attitude towards this and towards Lamarckianism cannot very clearly be made out. However, this is not to be set down as a disadvantage. It is rather a relief to meet with a scientific writer who is not cock-sure of his own or some one else’s theories and who is prepared to allow that there is considerable room for doubt as to whether any of our present biological dogmata will really hold water. In the instances from Nature we have, of course, a great deal of the surmise which is so marked a feature of modern biological writings of a popular character. It is an interesting and a fascinating occupation to form theories explaining how different animals came to be as they now are; and so long as the real value of such surmises can be estimated by the reader as well as by the writer there can be no objection to the pursuit, but rather the contrary. But one feels as one reads books of this kind that the inexperienced reader ought in fairness to be warned that, though things may have been as the author surmises, yet they may have been as Mr. Kipling depicts them in his “Just-So Stories” or in half a hundred ways quite different perhaps from anything that any writer has yet happened to conceive.

The latter portion of the book will perhaps be of greatest interest to thoughtful readers, and is certainly the portion in which it is most difficult to follow the writer’s meaning and, in places, to discern his own views. In this part philosophical questions are dealt with, commencing—in connexion with the chapter on the Protozoa—with a discussion as to the origin of life. It cannot be said that we get much help in this difficulty. “We may now picture to ourselves the first development of life. We begin with the living substance, the origin of which we have outlined above. In the beginning were the biogens.” But as to how the biogens came into existence we have naturally no information except that they are assumed to have been produced from inorganic matter under physical conditions not now existent; in other words, we come back to the old Huxley view, which is only a surmise and rests on no assured basis of ascertained fact. Subsequently, the interesting question as to the relative value of variations and mutations is discussed, but perhaps scarcely as closely as this matter, which has been so fully brought before the scientific world by the writings of de Vries, really deserves.

Next, the question of mechanism and vitalism receives attention and the limits of the mechanical system are discussed, and here the writer appears to reveal himself as an idealist; for he tells us that “the material world can only be conceived as a content of consciousness.” But here, again, the question—of course one of vast dimensions and importance—is rather briefly dealt with. Finally, the writer, in a very interesting chapter, discusses the relation of science to history and to ethics, and treats, as others have done before him, of the results which would follow from

a rigid application of Darwinian theories to social conditions. He points out the limitations of science and the dangers which are encountered when scientific men try to extend the boundaries of their subject beyond their lawful limits.

Briefly, we see that science lands itself in contradictions the moment it goes beyond its sphere. Its task is merely to give us a knowledge of the world. In doing this consistently, it has attained marvellous results, and has formed a "monistic" or unified view of the world. The foundation of the monistic structure and all the columns and buttresses that support it imply a disregard of all values. Hence, monism cannot frame an ethic unless it abandons all its supports, which are inconsistent with values. In that case monism breaks down. When, therefore, we find practical counsels, aims, and values in monistic works we have no longer monism before us, but dualism—dualism, in fact, of the most positive character. We cannot recognize two systems as equally valid: we must leave only one standing. But we destroy it when we turn to the second, even though we demand that it shall be based on the first.

And again:—

We are justified in believing in a sense of life, and that there must be duties, since the idea of duty precedes all knowledge. But science has nothing to do with these problems. It is of its very nature to pass no judgment on the value of other methods of investigation. It presses on to its goal—the comprehension of the world—regardless of all else. It gives an impulse to the human mind that bears it on to ever greater heights. The vision steadily enlarges. The individual disappears; the world lies at the feet of the spectator in its broadest outline. But we press onward. It bears us beyond the world to a height whence we can survey the entire universe. He who would see over the whole world must pass beyond it. There, in pure ether, the mind is able at last to grasp the infinite all.

Introduction to the Study of Colour Phenomena. By J. W. LOVIBOND (Spon.)

This book contains an account of glass standard colour scales by means of which a colour sensation can be measured, recorded, and reproduced. It was found that red, yellow, and blue glasses were the only colours suitable for systematic work, and that any colour could be produced by their combination. There is, however, no definite information as to how these standard glasses were selected beyond the mere statement that they were compared with solutions of known strength of certain chemicals. More details ought to have been given concerning the nature of the glass used, the thickness of the unit, and the solutions to be used for recovering these units. The author then proceeds to state a new colour theory which he calls a "Six-Ray Theory," the basis of which is that "white light" is composed of the six primary colours red, orange, yellow, green, blue, and violet in equal proportions, and "a normal vision is considered as being furnished with a six-colour perceiving apparatus." There is no reference to the wave theory of light in this book.

Chemistry Lecture Notes. By G. E. WELCH, B.Sc. (rs. 6d. Blackie.)

This little book will be found useful by students who are revising for an examination, as it contains a large amount of information concerning the subjects treated in Stage II. of the Board of Education syllabus in Inorganic Chemistry. The definition of vapour density on page 6 is not exact and requires the addition of the words "under the same conditions of temperature and pressure." There is a misprint in line 7, page 23, where CO_2O_3 should be CO_2O_2 .

Second Stage Inorganic Chemistry. By G. H. BAILEY, D.Sc., Ph.D. (4s. 6d. University Tutorial Press.)

This is the third edition of Dr. Bailey's well known text-book, which has been rewritten, enlarged, and brought up to date.

A Three Years' Course of Practical Chemistry: Third Year. By G. H. MARTIN, M.A., F.C.S., and E. JONES, M.A. (2s. Rivingtons.)

This book comprises the Third Year's work in a progressive course of chemistry. In the First Year the simple chemical processes are studied and followed by researches on air and water. The Second Year's work includes a study of the reacting weights of the elements, leading up to the use of simple equations. In this book the systematic study of certain of the compounds of the commoner non-metallic elements is taken up. The instructions for experiments are concise and such as would readily be followed by the scholars. The questions with regard to the practical work are framed in such a manner that they do not prompt the answers, but merely stimulate thought. At the end of each section are a number of examples well calculated to ascertain if the students have thoroughly grasped the practical work which they have carried out. Certain experiments are marked as suitable for demonstration. In addition to the ordinary subjects an interesting series of experiments on combustion, temperature of ignition, and flame are introduced. Blank pages are interleaved for entering records of experiments. In line 5, page 6, "multiple" should be "submultiple,"

and in Examples C the pressure under which the solubility of oxygen is measured should be stated, as otherwise Question 15 is somewhat vague.

Dictionary of Indian Biography. By C. E. BUCKLAND, C.I.E., Indian Civil Service (retired). (7s. 6d. Sonnenschein.)

Mr. Buckland might have called his book "The Indian Who's Who." It is a handy volume of some 500 pages, "giving the main facts of the lives of about 2,600 persons—English, Indian, foreign men or women, living or dead—who have been conspicuous in the history of India, or distinguished in the administration of the country in one or other of its branches, or have contributed to its welfare, service, and advancement by their studies and literary productions, or have gained some special notoriety." The upper limit of date is about A.D. 1750; so that the work covers the period from the beginnings of the establishment of the British power down to the present day. The facts about each personage are indicated in the briefest form. Though it would be easy enough to note regrettable omissions, it would be less than generous to make complaint about them, especially as the compiler gives us so much, and the first issue must necessarily be tentative. The volume is bound to grow, and we reserve any detailed criticism for the second edition, which will no doubt soon be wanted. We must also recognize the extreme difficulty of obtaining information, at any rate without long delay, regarding many of the native Indian names included. The work will be extremely useful to readers of Indian history, and of current Indian movements. A serviceable bibliography is appended. That, too, will require expansion.

"Oxford Modern French Series."—General Editor, LEON DELBOS, M.A. (1) *Les Chouans*. BALZAC. Edited by C. L. FREEMAN. (3s.) (2) *Histoire d'un Homme du Peuple*. ERCKMANN-CHATRIAN. Edited by R. CHESSEX. (3s.) (3) *Jean Soggar*. NODIER. Edited by D. LL. SAVORY. (2s.) (Frowde.)

Three stories by famous authors well worthy of a place in this excellent series, whose aim is to lead students through the reading of nineteenth-century masterpieces to an interest in the whole of French literature. All three have a background of historical fact—"Les Chouans" being a romance of the Royalist rebellion against the Republic in 1799; "Histoire d'un Homme du Peuple," a popular account of the revolution of '48; while Jean Soggar, who gives his name to the book, is the hero of the revolt against the French conquests in Illyria. The first two are, however, more novels of adventure than the last, which tells of the tragic love between the bandit chief and a delicate girl whose mind finally becomes unbinged by her sufferings. The notes of this series are largely on historical and literary points, to the exclusion of the usual grammatical explanations, and in each case there is some critical discussion of the author in question. In (1) and (3), indeed, the preface gives evidence of literary criticism and research of a high order. Mr. Chessex, on the other hand, has contented himself with a very slight mention of the work of Erckmann-Chatrian. All are marked by careful annotation on the lines above mentioned, and (2) has, in addition, notes to correct or justify the homely phraseology deliberately adopted by its authors. Mr. Savory errs occasionally on the side of over elaboration—e.g., when he describes the anemone as a "genus of herbaceous perennials" or enumerates the departments of modern Brittany. "Les Chouans" is exceptionally well edited throughout.

Religion in Evolution. By F. B. JEVONS, Litt.D. (Methuen.)

This book consists of four lectures delivered at Cambridge. The principle on which they are brought together into one volume is a little hard to understand. The first lecture is a study of the early manifestations of religion among the Australian aborigines, while the last three are much more philosophical, and are concerned with the relations of science and religion. Connexion between the first lecture and the last three there is none. However, the second part of the book is an extremely able and suggestive statement of neo-Kantian theology. Religion is an experience involving, among other things, emotion and free will, of which science can take no account. The only criticism we should make is that the book leaves off where the real difficulties begin. If the sphere of religion is emotion and will, then what room is there in it for dogma, or for theology, "the queen of the sciences"? But, if Dr. Jevons had followed out his arguments in that direction, he might have been led into too dangerous ground.

Studies in Roman History. By E. G. HARDY. (6s. Swan Sonnenschein.)

We opened this book with eagerness; for Mr. Hardy's studies in Roman history are wont to be of a stimulating character. But, alas! the book is but a second edition, now called for, of "Christianity and the Roman Government," with a few essays reprinted from journals and reviews. How then are we to deal with it? Shall we set before our readers an analysis of its contents? But they will be familiar already therewith. Shall we examine curiously the soundness of its results? But critical hammers have been ringing on them for several years. Or, lastly, shall we, as might seem to be the proper course under the circumstances, proceed to inquire how far the author has taken into account the work done by others since his own was published? But here the road is barred. To our regret we learn that

the state of Mr. Hardy's eyes has prevented him from making even anything like a systematic revision of his essays. We trust that he is not suffering—like Polyphemus—from being bored; which is a doom that overtakes some of those who are compelled to read much. But, if, from whatever cause, he must now sit for a time in the twilight, he has in him the comfortable memory of good service performed for education and scholarship while the day was bright. Since he takes us into his confidence, we may be allowed to proffer him our sympathy. Had we known nothing of his achievement, the dedication of this volume would have won our hearts. The teacher inscribing it "To my pupils past and present" shows where the main interest of his life still lies.

Cicero: Pro Lege Manilia. Edited by W. J. WOODHOUSE.
(2s. Blackie.)

The Professor of Greek in the University of Sydney edits this much read speech for "Blackie's Illustrated Latin Series"; saying which, we have said all that it is necessary to say about the size, scope, and general equipment of the book. Indifferent to the fact that Mr. A. C. Clark was thought in some quarters to have over-estimated the value of the Harleian manuscript—collations from which he published in 1892—Prof. Woodhouse makes it the chief authority for his text, which thus presents a few divergencies from that commonly received. In the corrupt passage in § 18 he reads: "parvi refert, nos publicanis, his amissis, vectigalia alia postea victoria recuperare" as his own conjecture, adding another to guesses as numerous as were the tax-gatherers in the province of Asia or the tax-farmers in Rome. The notes that he furnishes do not contain, and could not be expected to contain, much that is new; but they are clear and sufficient. We observed in the pages a few slight errors of press or pen. The vocabulary has the worse form *intelligo*, the text the better *intellego*; so it gives *negligo* for *neglego*. If in § 14 for *quanto vos studio* we are to read with the Harleian *quanto vos studiosius*, then *studiose* should be entered in the vocabulary. Did the Romans really say for "two temples" *duo aedes*, and for "two letters of the alphabet" *duo litterae*? And is not *navicularius* (so the marking in the vocabulary) a false quantity? But such oversights are of rare occurrence; we point them out only because it is just to the boy that much care should be exercised in the making of his school-books. Prof. Woodhouse's little volume is quite fit for use in places of education, and worthy of the series to which it belongs.

School Prayers for Week-Day Mornings. With a Preface by the
ARCHBISHOP OF CANTERBURY. (Rivingtons.)

The compilation here printed is the work of a small Committee appointed "at a Conference of University teachers and schoolmasters, which has been held in each January for the last eight years, with an average attendance of something over one hundred." The Committee consisted of Sir Arthur Hort, the Rev. E. J. Palmer, Canon Lonsdale Ragg, and the Head Master of Repton (Rev. L. Ford). Forms of prayer "to be said on week-day mornings" are given for each of the days of the week (printed in full); also special forms for the first and last days of term, and for a saint's day. The structure and material of these follow the Prayer Book in simplified form: the Pater Noster, Versicles, Gloria; an O.T. Canticle or Psalm, Lesson, N.T. Canticle, Collects, Prayer of Thanksgiving. A careful selection of alternative Psalms is provided with the O.T. Canticle, and special Collects adapted for school use are included. An excellent feature of the book is the Table of Lessons (covering first and second years). These have been very carefully selected and are short. In addition there are a selection of "Prayers and Thanksgivings for special occasions," four Litanies (of Church and State, of Work, for the School, for Missions), and an appendix of Alternative Psalms. The whole compilation has been most carefully made on sound liturgical principles. As the compilers justly remark: "Only use can make liturgical forms adequate." The present collection ought to form a basis for real advance.

Old Testament History for Sixth-Form Boys. By the Rev. T. NICKLIN, M.A., Assistant Master at Rossall School. Part III. (3s. A. & C. Black.)

The author of this useful little manual explains in the preface his aims in writing another book on Old Testament history: "I have written for a sixth form, not for the middle forms, of a school," he says: "I have endeavoured to review everything from the standpoint of a Christian. The Divine preparation for the Advent of our Lord seems to be the sole reason for requiring our pupils to study Hebrew history." He adds: "I have remembered that, except for those who enter Holy Orders, the last definite instruction in religion that a public-school man receives is what he gets in the sixth form. I have therefore, while putting everything in a positive form, throughout based my narrative on the results of recent scholarship, and I entertain a hope that no reader of this book will have cause to admit that his conception of the course of Hebrew history was, except in unimportant details, erroneous or exploded." The narrative is divided into eighteen chapters, which cover the period from the death of Jehoshaphat to the return and rebuilding of the Temple. Critical results are assumed throughout. One most excellent feature is the use the writer has made of the prophetic writings. Large sections are quoted in full to illustrate the course of the narrative, and the prophetic writers are brought into close connexion with their historical surroundings, with the result

of making them at once more real and their teaching more alive. There are twenty-two illustrations, three most excellent maps, and a carefully arranged table of dates. The volume is one admirably adapted for its purpose and can be confidently recommended.

The Book of Psalms. With Introduction and Notes, by W. F. COBB, D.D. (10s. 6d. net. Methuen.)

In this volume Dr. Cobb has given us a distinctly unconventional commentary on the Psalter. He approaches it from a point of view which will be new to most English readers. This is explained in the preface as follows:—"In the absence of any extended work in English which treats the Psalms of David freely as documents of religion in its historical setting, apart from the after-thoughts of theology, and from the meaning read into them by Christian writers, the present work is modestly put forth. . . . The Psalter is treated as a collection of documents which, as the Hymn Book of the second Temple, illustrate the type of piety which immediately preceded the birth of Christianity." Without exactly being a specialist in this department the author has, in the performance of his task, known how to avail himself of the best critical help, and has produced a book at once stimulating and useful in the highest degree. It is a cardinal merit of the book that it recognizes the close connexion between the Psalter as a whole and the theology of Judaism, properly so called. "The theology is that of the Scribes, not that of polydemonism or even of monolatry." It, therefore, belongs wholly to the post-exilic period. "To transfer it, or any part of it, to pre-exilic times is to throw the history of the rise and growth of monotheism in Israel into as hopeless confusion as is caused when the ritual of Ezekiel, and the second Temple, is assigned to Moses, and the Tabernacle in the Wilderness." The commentary proper gives each Psalm in a translation based upon a critical text, with notes which cover a wide range of illustration drawn from post-canonical Jewish literature, comparative religion, and ecclesiastical lore. The whole is a model of conciseness—the amount of varied material compressed within the notes is astonishing—and exhibits real insight combined with critical acumen and wide learning. The author is at home in many departments of thought not usually met with in combination. His work is essentially one that will appeal to the cultivated layman who is free from prepossessions. At the same time it will prove an admirable discipline to the philological specialist.

Enchiridion Militis Christiani; or the Manual of the Christian Knight.
By ERASMUS. (3s. 6d. net. Methuen.)

The only fault we have to find with this charming little volume is that no introductory note tells us what we are taking into our hands. The book is a reprint of the translation of the "Enchiridion" published in 1533—a translation of unusual interest, because it is ascribed to William Tyndale. It is true the sceptical doubt whether Tyndale's version was ever printed; but we do not see any great improbability that what we have before us is actually the translator of the Bible's work. Intended apparently as a book of edification, the present edition has a modernized spelling. We observe that Erasmus approves a certain dalliance with heathen poets and philosophers as making a child apt to the understanding of Holy Scripture—"whereunto suddenly and irreverently to presume with hands and feet unwashed is in manner a certain kind of sacrilege." We commend the remark to those who would have our boys learn their Greek from the Greek Testament, as is the custom, we believe, of some modern divines.

The English Dialect Grammar. By Prof. JOSEPH WRIGHT.
(16s. net. Frowde.)

Grammar in the vulgar sense is confined to a single chapter which deals with accidence, and syntax is only incidentally touched upon. "Phonology" or "Phonetics" would, perhaps, have been a preferable title. It is a monumental work worthy of Browning's Grammarian, and Prof. Wright must be repaid for his huge toil by the satisfaction of knowing that he has done a job that no one else could have done and that will never need redoing. In stating his qualifications for the task Prof. Wright tells us an interesting piece of autobiography. He did not learn to read till he was nearly grown up. Hence he knew his native Westmoreland dialect pure from any literary tincture. When a *pays* said to him one day: "The rodz æ deti," "I said to him: 'Dunt jø sē up iær æt t' riadz æ; muki?' With a bright smile on his face he replied: 'Wi diu,' and forthwith he began to speak the dialect in its pure form." We look forward with even greater interest to the book on which Prof. Wright is now engaged, "The Philology of the English Tongue," in which the transitions of sounds from Old English to modern dialects will be fully treated.

Graduated French Unseens. In Four Parts. By VICTOR OGER.
(8d. each. E. Arnold.)

The print is large and clear: that is the first and most impressive feature. Next, there is no poetry. We may look for some in future parts, but we should have preferred a mixture of prose and poetry. Of prose there is a very fair variety, but not much graduation. The very first piece is fifty-three lines in length, and contains half a dozen words that one would hardly expect a fifth form boy to know. In the Latin on page 14 of Part IV. there is a confusing misprint.

Exercises for Parsing in Colour. By EDITH HASTINGS.
(1s. 6d. E. Arnold.)

To the orthodox grammarian colour parsing will seem as wild a freak as colour music; but there is no reason why we should not call in the aid of colour to make logical distinctions clear, just as we use it in maps to indicate physical features or political boundaries. It has stood a trial of ten years in the Wimbledon High School with excellent results, and Miss Hastings now generously makes a present to the public of her patent. The title hardly does justice to the volume, which includes simple analysis, to which the method is more applicable than to parsing in its limited sense.

The Romance of Mining. By ARCHIBALD WILLIAMS.
(5s. C. A. Pearson.)

The book is not simply one of adventure, though there is no lack of incident, but also a popular account of mining processes in all parts of the world. Mr. Williams has the gift of exposition, and, with the help of the numerous illustrations, the reader will get a good notion of what goes on in the bowels of the earth. On the subject of Chinese labour the author is discreetly reticent. It is somewhat fantastic to assign a date to Tubal-cain.

"Blackie's Little French Classics."—(1) *Nerval's La Main enchantée.* Edited by H. H. HORTON. (6d.) (2) *La Chanson de Roland.* Edited by S. BARLER and L. DUCHEMIN. (4d.)

The first of these volumes has too many hard words to please us—cantish phrases which it profits not to know. The notes have too many grammar tags, and some needless explanations, e.g., of "il a passé bien de l'eau sous le pont," "pilé de l'eau dans un mortier." The quintain was something more than a post. The second volume is a most desirable addition to French texts. The two authors have retold in simple, and at the same time poetical, prose the story of the great French epic. Notes there are none, and none are needed.

Marchand d'Allumettes. Par A. GENNEVRAYE. Edited by CLOUDESLEY BRERETON. (2s. Macmillan.)

A pretty little child's story, with less of the "Sandford and Merton" about it than most of its French congeners. It has been very thoroughly edited by Mr. Brereton, with all the modern apparatus of vocabulary, sentences for retranslation, &c. Sometimes we desiderate an extra note, as on "Je ne mangeais jamais à ma faim, nom d'une pipe."

Advanced Algebra. By H. E. HAWKES, Ph.D. (6s. 6d. Ginn.) According to English standards, more than half of this book would come under the heading of elementary algebra. It consists of three parts, the first a revision of the subjects which precede quadratic equations, the second "quadratics and beyond," the latter term including mathematical induction, binomial theorem (index a positive integer), and arithmetical and geometrical progressions. The third part, on "advanced algebra," occupies the latter half of the book, and contains chapters on complex numbers, theory of equations and determinants, as well as brief chapters on permutations, partial fractions, &c. We recommend teachers to possess this book, if only for the admirable manner in which the theory of the subject is explained. Graphic illustrations are frequently employed, never needlessly, and always with effect.

The Elements of Geology. By W. H. NORTON. (6s. 6d. Ginn & Co.)

Written by an American for American students, this volume naturally has special reference to the geology of the northern half of the New World, and its reception in this country will doubtless be influenced by that circumstance. It is true that, with certain exceptions, the phenomena dealt with are world-wide in distribution, and that illustrations taken from different countries will not differ materially; yet an Englishman would look with greater interest upon examples chosen from his own country. The American has an advantage over us in being able to point in his own continent to examples of every kind of land surface on a grand scale, and the author has laid every portion of the States under contribution. The reproductions of photographs, which must number at least two hundred, are excellent in technique and illustrate the text admirably. Two thirds of the volume are devoted to an exceedingly good account of Physical Geology, which is treated in two sections, entitled External and Internal Geological Agencies. The last third of the work is given up to Historical Geology, and this, being for the most part treated from the American standpoint, will not appeal so strongly to the elementary student in this country. In no part is the text overburdened with details, and the style is interesting throughout. The book is not one for advanced students of geology, but beginners interested in the physical side of the subject and those who wish to study geography in a rational way cannot do better than read the first two sections of the work.

Elementary Latin Writing. By CLARA B. JORDAN.
(American Book Company.)

The book is well printed and strongly bound. It is intended for second-year Latinists. Rules are briefly and clearly given and referred to by number in the sentences and exercises. *Hecōri* must be a misprint, and *Divitiāci* and *Dumnorigi* are surely wrong.

Chemical Analysis, Qualitative and Quantitative. By W. BRIGGS and R. W. STEWART. Fifth Impression; Fourth Edition. (3s. 6d. W. B. Clive.)

The syllabus in Practical Chemistry of the Intermediate Examination in Science of the University of London is covered by this book. It includes the usual tables for the analysis of inorganic salts of the commonly occurring metals and for mixtures of such salts, together with a short introductory course in quantitative analysis by means of a few simple operations in gravimetric and volumetric analysis. The reasons for the various tests and operations are clearly and carefully written, and we can recommend the book to those who are preparing for the examination mentioned.

Browning's La Saisiaz. A Lecture by T. S. OMOND. (1s. net. Tunbridge Wells: K. Pelton.)

The object of the lecturer is to shorten the preliminary stages which precede complete enjoyment of a great and difficult poem by an analytic summary. This has already been attempted in more than one primer of Browning, but never before so thoroughly and successfully. Incidentally, some obscure allusions are explained, and two curious slips of Browning pointed out.

Madame Geoffrin, her Salon and her Times. By JANET ALDIS.
(14s. Methuen.)

A chatty volume of gossip that will serve to wile away a leisure afternoon. Of no period is the *vie intime* so well known, and, as at a *conversazione*, we meet everywhere familiar faces, and converse with, or catch glimpses of, princes and ministers, wits and philosophers, painters and players, grand ladies and adventuresses. And, as in Mme. Geoffrin's *salon* all is decency and propriety, the naughty people are faint shadows in the background. There is no attempt to preserve a strict chronological order, and the chapters are grouped round individual names. Some of these, as Diderot and Necker, are too great to be hit off in a thumbnail sketch; to others, as Mlle. de Lespinasse and Fontenelle, the author does bare justice. Fontenelle is pronounced absolutely heartless, because he asks Mme. Geoffrin, a friend of more than twenty years' standing, whether it was the custom to give an executor a mourning ring; yet later on it is recorded that he made her his sole legatee. We cannot end without a mild protest against the abuse of the French language. Doubtless the total neglect or misplacement of accents is due to careless "reading," but the "reader" cannot be held solely responsible for such solecisms as "la royauime de la rue Saint-Honoré," "blonde et blanc," "she greatly delighted," "fermiers-général," "cette homme n'est pas bon qu'à manger du veau," "en second nocces," "valets de chambre," "eyes of the kind called *fleur de tête*"; nor, for that matter, for the annoying recurrence of *salonière* and *convives* for hostess and guests.

The Council School Hymn Book (Novello & Co.) is a selection of 150 hymns, with an appendix of prayers for the opening and closing of school and one or two additional forms. The editors have aimed "to include only those hymns which express the central truths of religion and which are at the same time within the comprehension and suited to the capacities of children." In such a collection the Cycle of the Christian Year is, of course, conspicuously absent. On the whole, however, it is comprehensive enough and includes many favourite hymns.

The Prayer Book: Morning and Evening Prayer, the Litany, the Catechism. Text and Notes, with Historical Introduction. By the Rev. F. MARSHALL, M.A. (1s. Gill & Sons.)

This compilation, "drawn up for the use of students preparing for the Oxford and Cambridge Local and similar examinations," is extremely well arranged. The notes are adequate, scholarly, lucid, and concise. It ought to be very useful for the special purpose it has in view, and is certainly one of the best specimens of its kind we have seen.

Famous Sayings and their Authors. By E. LATHAM.
Second Edition. (7s. 6d. Swan Sonnenschein.)

A new subject index has been added at the suggestion of the critics. It might be well, before a third edition of this useful book is called for, to revise Greek accents—e.g., on page 246.

Fictitious Creatures in Art. By JOHN VINYCOMB.
(10s. 6d. net. Chapman & Hall.)

The work is limited to the

"Gorgons and Hydras and Chimaeras dire"

that occur in British heraldry. The book is amply illustrated, and will enable those who care for this antiquarian lore to distinguish cherubim and seraphim, wyverns and cockatrices.

The German Classics. By F. MAX MÜLLER and F. LICHTENSTEIN.
2 vols. Second Edition. (8s. 6d. net and 5s. 6d. net. Clarendon Press.)

The volumes may be obtained separately. The second, which begins with the age of Frederick the Great, has been revised by Mr. F. L. Armitage, the Taylorian Teacher of German. It is a rare delight to be able to read the best of German literature in clear roman type.

Thoughts on Education. By MANDELL CREIGHTON. Cheap Edition, Abridged, with an Introduction by E. A. KNOX, Bishop of Manchester. (6d. net. Longmans.)

This little book appears very opportunely, and will doubtless furnish the combatants in the Armageddon which is raging with some winged words. The editor dots the *i*'s and crosses the *l*'s. We have already given our estimate of Bishop Creighton as an educationist—if we may without offence apply to him “that barbarous word.”

A New Arithmetic. By G. E. CHRISTIAN and GEORGE COLLAR. Twelfth Edition. (4s. 6d. Meiklejohn & Holden.)

The last and revised edition of this justly popular manual has been brought into line with the recommendations of the Mathematical Association, and the chapters on properties of numbers, factorization, interest by abbreviated methods, and mensuration of areas and simple solids have been virtually rewritten.

French Abbreviations: Commercial, Financial, and General. By EDWARD LATHAM. (2s. 6d. net. Efringham Wilson.)

A very careful and complete compilation. When we find that the letter *P* (large or small) may stand for twenty-four different words, the need of some further guidance than the ordinary dictionary is obvious. Again, how few English people use the proper abbreviations for the commonest words—*Madame, Mademoiselle, Messieurs!*

Brief Literary Criticisms. By R. H. HUTTON. Edited by ELIZABETH M. ROSCOE. (4s. net. Macmillan.)

It is a genuine pleasure to revive one's recollections of these “middles,” which formed one of the chief attractions of the *Spectator* in the days of dual editorship. Mr. Hutton's literary range was limited, and his admiration for his favourites J. H. Newman, M. Arnold, and Clough was not always on this side idolatry, but his admiration is whole-hearted and his analysis both subtle and sound. We wish that the articles had been dated. Even when the date can be inferred from the context, the reader resents having to fix a date for “Tuesday last.” It is a coincidence that among the misprints, which are not numerous, we should find “Fénélon.”

Manhood, Faith, and Courage. By Dr. HENRY VAN DYKE. (Hodder & Stoughton.)

These sermons, preached in the College chapels of Princeton and other American Universities, are fitly dedicated to the memory of Phillips Brooks. They are themselves manly, faithful, and courageous. “Their real aim is nothing else than to help people to be good, which is the hardest and the finest thing in the world.”

Matriculation Latin Construing Book. By A. F. WATT and B. J. HAYES. (2s. W. B. Clive.)

The first part gives briefly and pointedly so much of Latin syntax as is essential for making out a simple Latin paragraph. The second part is a selection of the passages set in the London University Matriculation. A lexicon completes the volume.

A View of the English Stage. By WILLIAM HAZLITT. Edited by W. SPENCER JACKSON. (3s. 6d. G. Bell.)

The footnotes are brief, but they give the reader just the information that he requires—dates of performances and first appearances, dates of birth and death of the actors, &c. For these particulars the account books of Covent Garden and Drury Lane Theatres and contemporary journals have been consulted. There is a full index, and the editor has done his part thoroughly.

They. By RUDYARD KIPLING. Illustrated by F. H. TOWNSEND. (6s. Macmillan.)

The illustrator has entered thoroughly into Mr. Kipling's humour—we use the word in the older meaning. Colour more than outline conveys an undefinable sense of mystery. The book, printed on alternate pages and bound in white buckram, is in every way a luxurious edition.

“Routledge's Miniature Reference Library.”—*Artists and Art Terms.* By ALBERT M. HYAMSON. (1s. net.)

The dictionary of names, giving birth, death, and birthplace, is very full. That of art terms is less complete, and it would have been better to keep it separate. We miss, in architecture, “soffit,” “billetry,” “beak”; and, in engraving, “aquatint”; also the names of Mr. Sherwin, the first English mezzotintist, and McARDell.

Kindergarten Bible Stories. By LAURA ELLA CRAGIN. (3s. 6d. net. F. H. Revell.)

We would refer Canon McColl and those who dispute the possibility of “simple Bible teaching” to this wise and pleasant little volume, which comes to us from America.

The Spiritual Teaching of “In Memoriam.” Six Lenten Addresses by the Rev. MORLEY STEVENSON, M.A. (2s. 6d. Wells Gardner, Darton, & Co.)

These addresses, written in a pleasant, devotional style, have nothing very distinctive about them. The theme is handled in a somewhat trite way, and there is no very obvious reason why they should have been published. They abound in quotations from well known divines and in prose renderings of some of Tennyson's stanzas.

BOOKS OF THE MONTH.

Biography.

Sir Joshua Fitch: an Account of his Life and Work. By A. L. Lilley, M.A. *Edward Arnold*, 7s. 6d. net.

Classics.

The Euthyphro, Apology, and Crito of Plato. With Introduction, Translations, and Notes. By F. M. Stawell. *J. M. Dent & Co.*, 2s. 6d. net.

Preparatory Papers: Latin Grammar. By W. J. Hawkes, B.A. *Longmans*, 1s.

Longinus on the Sublime. Translated by A. O. Prickard, M.A. With Introduction, &c. *Clarendon Press*, 3s. 6d. net.

The Latin Hexameter: Hints for Sixth Forms. By S. E. Winbolt, M.A. *Blackie & Son*, 2s.

Tickell's Latin Syntax. *O. Neumann & Co.*, 1s. 6d. net.

Greek Reader. Vol. II. Selected and Adapted, with English Notes, from Prof. von Wilamowitz-Moellendorf's *Griechisches Lesebuch*. By E. C. Marchant. *Clarendon Press*, 2s.

Words of the Ancient Wise, from Epictetus and Marcus Aurelius. By W. H. D. Rouse, M.A., Litt.D. *Methuen & Co.*

The Annals of Tacitus. Books I. to VI. Translated by Aubrey V. Symonds, B.A. *Swan Sonnenschein & Co.*, 3s. 6d. net.

Propertius. Translated by J. S. Phillimore, M.A. *Clarendon Press*, 3s. 6d. net.

Euripides' Alcestis. Translated by H. Kynaston, D.D. With Introduction and Notes by J. Churton Collins, Litt.D. *Clarendon Press*, 1s. net.

Historical Greek Coins. Described by G. F. Hill, M.A. With 13 Plates. *Archibald Constable & Co.*, 10s. 6d. net.

Tacitus and other Roman Studies. By Gaston Boissier. Translated by W. G. Hutchison. *Archibald Constable & Co.*, 6s. net. [A competent translation of a monograph well known to scholars. Cognate studies appended are Schools of Declamation at Rome, The Roman Journal, and The Poet Martial.]

Latin Passages for Unseen Translation. By A. M. Cook, M.A., and E. C. Marchant, M.A. Third Edition. *Methuen & Co.*, 1s. 6d.

Divinity.

The Religion of Babylonia and Assyria. By Theophilus G. Pinches. *Archibald Constable & Co.*, 1s. net.

A History of the English Church from the Accession of George I. to the end of the XVIII. Century. By the late Rev. Canon John H. Overton, D.D., and the Rev. F. Relton, A.K.C. *Macmillan & Co.*, 7s. 6d.

Hinduism. By L. D. Barnett, M.A., D.Litt. *Archibald Constable & Co.*, 1s. net.

Sunday Observance: its Origin and Meaning. By W. W. Hardwicke, M.D. *Watts & Co.*, 6d. [The author's object is to distinguish Sunday from the Sabbath, and to trace historically the confusion between the two.]

English.

The King's English. *Clarendon Press*, 5s. net.

Documents illustrating Elizabethan Poetry, by Sir Philip Sidney, George Puttenham, and William Webb. Edited by Laurie Magnus, M.A. *George Routledge & Sons*, 2s. 6d.

Walter Pater. By A. C. Benson. (“English Men of Letters” Series.) *Macmillan & Co.*, 2s. net.

The Age of Chaucer. By J. C. Stobart, M.A. *Edward Arnold*, 1s. 6d.

Selected Poems of Matthew Arnold. Edited by Richard Wilson, B.A. *Edward Arnold*, 1s. 6d.

The Poetical Works of Geoffrey Chaucer. From the text of Prof. Skeat. Vol. III., The Canterbury Tales. *Henry Frowde*, 1s. net.

Shakespeare and his Day: a Study of the Topical Element in Shakespeare and in the Elizabethan Drama. By J. A. de Rothschild. *Edward Arnold*, 5s. net.

Shakespeare: Select Scenes and Passages from the English Historical Plays. Edited by C. H. Spence, M.A. *Macmillan & Co.*, 10d. From a College Window. By Arthur Christopher Benson. *Smith, Elder, & Co.*, 7s. 6d. net.

A Handbook to the Works of William Shakespeare. By Morton Luce. *George Bell & Sons*.

A History of English Prosody from the Twelfth Century to the Present Day. By George Saintsbury. Vol. I. *Macmillan & Co.*, 10s. net.

Poems by George Crabbe. Vol. II. Edited by Dr. A. W. Ward. *Cambridge Press*, 4s. 6d. net.

Beaumont and Fletcher. Vol. III. Edited by A. R. Waller, M.A. *Cambridge Press*, 4s. 6d. net.

Fiction.

Three Rascals. By Raymond Jacherns. *Macmillan & Co.*, 2s. 6d.

The Adventures of François. By Dr. S. W. Mitchell, with Pictures by A. Castaigne. *Macmillan & Co.*, 2s. 6d.

History.

- Sir Walter Raleigh. By Martin A. S. Hume. Fourth Edition. *T. Fisher Unwin*, 2s. 6d.
- Outlines of English History. By Henry Ince, M.A., and James Gilbert. New Edition, thoroughly revised and partly rewritten. *W. B. Clive*, 1s.
- Cromwell: The Campaigns of Edge Hill, Marston Moor, Naseby, and of 1648 in the North of England. By Captain P. A. Charrier. *Relfe Brothers*, 6s. net.
- War and Reform, 1789-1837. By Arthur Hassall, M.A. *Rivingtons*, 3s.
- Our English Towns and Villages. By H. R. Wilton Hall. *Blackie & Son*, 1s. 6d.
- A Brief Survey of European History, from Charles the Great to the Present Day. By Arthur Hassall, M.A. *Blackie & Son*, 4s. 6d.
- On the Spanish Main; or, Some English Forays on the Isthmus of Darien, with a Description of the Buccaneers and a Short Account of Old-time Ships and Sailors. By J. Masfield. With 22 Illustrations and a Map. *Methuen & Co.*, 10s. 6d. net.
- Gateways to History. Book I., Heroes of the Homeland, 10d.; Book II., Heroes of Many Lands, 1s.; Book III., Men of England, 1s. 3d.; Book IIIA., Men of Britain, 1s. 6d.; Book IV., Wardens of Empire, 1s. 6d.; Book V., Britain as part of Europe, 1s. 6d.; Book VI., The Pageant of the Empires, 1s. 6d. *Edward Arnold*. [Attractive volumes; fully illustrated, mostly by reproductions of famous pictures.]
- A Short History of Somerset. By W. Raymond. With 70 Illustrations. *Methuen & Co.*, 1s. 6d. [Mainly antiquarian: the quaint illustrations will attract children. Mr. Raymond knows his county well.]
- The Claims of the Study of Colonial History upon the attention of the University of Oxford. By H. E. Egerton, M.A. *Clarendon Press*, 1s. net.

Logic.

- An Elementary Logic. By J. E. Russell, M.A. *Macmillan & Co.*, 3s. net.

Maps.

- The Orographical Map of Palestine. *Edward Stanford*, 20s.

Mathematics.

- Junior Arithmetic. By W. G. Borchardt, M.A., B.Sc. *Rivingtons*, 1s. 6d.; with Answers, 2s.
- A Junior Arithmetic. By C. Pendlebury, M.A. Assisted by F. E. Robinson, M.A. *George Bell & Sons*, 1s. 6d.
- Mathematical Papers for admission into the Royal Military Academy, and the Royal Military College, for the years 1896-1905. Edited by E. J. Brooksmith, B.A., LL.M. *Macmillan & Co.*, 6s.

Miscellaneous.

- Principles and Methods of Taxation. By G. Armitage-Smith, M.A. *John Murray*, 5s. [An attempt to give a concise account of the English system of taxation, its theory and its genesis.]
- The Complete Cricketer. By Albert E. Knight. With 50 Illustrations. *Methuen & Co.*, 7s. 6d. net. [Illustrated by many telling photographs; at once a cyclopædia and an *ana* of cricket.]
- Famous Sayings and their Authors. A Collection of Historical Sayings in English, French, German, Greek, Italian, and Latin. By Edward Latham. Second Edition, with Subjects Index. *Swan Sonnenschein & Co.*, 7s. 6d.
- Celtic Religion in Pre-Christian Times. By Edward Anwyl, M.A. *Archibald Constable & Co.*, 1s. net.
- Physical Exercises. A Supplementary Course for Senior Pupils in Elementary Schools. By H. Rippon-Seymour. *Thomas Nelson & Sons*, 1s. 6d.
- Nelson's Bible Wall-Pictures. Second Set of 12.
- The Church in France: Two Lectures delivered at the Royal Institution. By J. E. C. Bodley. *Archibald Constable & Co.*, 3s. 6d. net.
- The Business Blue Book. *Curtis Gardner & Co.*, 2s. net.
- Fictitious Symbolic Creatures in Art. With special reference to their Use in British Heraldry. By John Vinycomb. Illustrated. *Chapman & Hall*, 10s. 6d. net.

Modern Languages.

- A Grammar of the German Language. By G. H. Clarke, M.A., and C. J. Murray, B.A. *Cambridge Press*, 6s. net.
- Anthology of French Poetry, from the time of Froissart up to the beginning of the Present Century. Compiled by F. Lawton, M.A. *Swan Sonnenschein & Co.*, 1s. 6d. net.
- Fables de la Fontaine. Avec Notes, Exercices et Leçons de Versification, par Thomas Keen, M.A. *J. M. Dent & Co.*, 1s. 6d. net.
- Perrault: Contes du Temps passé. Vol. II. Edited by George Heyer, M.A., and H. Cammartin. *J. M. Dent & Co.*, 4d. net.
- Prosper Mérimée: Tamango. José Maria le Brigand. Edited, with Introduction, Notes, Vocabulary, and English Phrases for Re-translation, by Albert Barrère. *Whittaker & Co.*, 1s. 6d.

- A First German Reader. Edited, with Questions for Conversation. Grammatical Exercises, Vocabulary, &c., by D. L. Savory, B.A. *Edward Arnold*, 1s. 6d.
- Croisilles et Poèmes Choisis. By A. De Musset. Edited by W. G. Hartog, B.A. With Illustrations. *Rivingtons*, 1s.
- Le Voyage de Monsieur Perrichon: Comédie en Quatre Actes. Par Eugène Labiche et Edouard Martin. Edited by W. G. Hartog, B.A. *Rivingtons*, 1s.
- Les Livre des Jeux: Twelve French Games for English Children. By A. C. W. Tillyard. With an Introduction by Miss E. P. Hughes. *Blackie & Son*, 1s.
- Histoire d'Aladdin. Edited by Louis A. Barbé. Illustrated by John Hassall. *Blackie & Son*, 1s. 6d.
- Méthode Intuitive pour apprendre le Français. Par A. Hampton, L.L.A. Part I. *J. W. Bean & Son*, 1s. 6d.
- La Révolution Française. Edited by D. L. Savory, B.A. *J. M. Dent & Co.*, 6d. net.
- Rippmann's Picture Vocabulary. German—First Series. *J. M. Dent & Co.*, 1s. net.
- The German Classics, from the Fourth to the Nineteenth Century. With Biographical Notices, Translations into Modern German, and Notes by F. Max Müller, M.A. Revised, Enlarged, and Adapted to Wilhelm Scherer's History of German Literature by F. Lichtenstein. Second Edition in 2 vols. Clarendon Press. Vol. I., 8s. 6d. net; Vol. II., 5s. 6d. net.
- Dumas: La Tulipe Noire. Préface d'Emile Faguet. *J. M. Dent & Co.*, 1s. 6d. net.
- Elementary French Accidence, with Exercises. By G. H. Clarke, M.A., and W. G. Griffiths, M.A. *A. Brown & Sons*, 1s. 3d. net.
- Der Backfischkasten. By Fedor von Zobeltitz. Edited, with Notes and Vocabulary, by Gustav Hein. *Edward Arnold*, 2s.
- Hernani. Par Victor Hugo. With Introduction, Notes, and Vocabulary, by J. D. Bruner, Ph.D. *American Book Co.*

Music.

- Liverpool Students' Song Book. *Williams & Norgate*, 2s. 6d. net.

Natural History.

- I Go a-walking Through the Lanes and Meadows. Compiled from "British Birds and their Haunts," and other works, by Rev. C. A. Johns, B.A., F.L.S. Illustrations from Photographs by Charles Reid. *T. N. Foulis*, 2s. 6d. net.
- Insect Life: Souvenirs of a Naturalist, J. H. Fabre. Translated from the French. With a Preface by David Sharp, M.A., F.R.S., and Edited by F. Merrifield. With Illustrations by M. Prendergast Parker. *Macmillan & Co.*, 2s. 6d.
- School Gardening for Little Children. By Lucy R. Latter. With an Introduction by Prof. Patrick Geddes. *Swan Sonnenschein & Co.*, 2s. 6d. net. [Articles written for the *Practical Teacher*; a more exact title would be "Lessons to be learnt in a School Garden." The author is known to all Froebelians.]
- A Handbook of British Inland Birds. By Anthony Collett. With Coloured and Outline Plates of Eggs by Eric Parker. *Macmillan & Co.*, 6s. [Will appeal to the egg-collector; it has excellent coloured and outline plates of eggs.]
- Animal Life. By M. T. Yates, LL.D. *Religious Tract Society*, 1s. 6d.
- Stories of Animals. By M. T. Yates, LL.D. *Religious Tract Society*, 1s.
- A Text-book of Botany. By M. Yates. Part I.: The Anatomy of Flowering Plants. With 413 Illustrations. *Whittaker & Co.*, 2s. 6d. net.
- The Zoology of the Frog. By S. J. Holmes, Ph.D. *Macmillan*, 6s. 6d. net. [Lectures delivered in the University of Wisconsin. They include the habits and natural history of the frog, besides morphology and physiology.]

Pedagogy.

- Notes on the Education Bill of 1906. By Hakluyt Egerton. *Church Schools Emergency League*, 1s.
- Dynamic Factors in Education. By M. V. O'Shea. *Macmillan & Co.*, 5s. net.
- Die Entwicklung der Zeichnerischen Begabung. By Dr. George Kerschensteiner, Superintendent of Munich Municipal School Board.
- Child Life in our Schools: a Manual of Method for Teachers of Infants' Schools. By Mabel A. Brown. With numerous Illustrations. *George Philip & Son*, 3s. 6d. net.
- Pestalozzi and his Educational System. By Henry Barnard, LL.D. *C. W. Bardeen* (Syracuse, N.Y.).
- A Nation's Youth: Physical Deterioration, its Causes and Some Remedies. By the Countess of Warwick. With an Introduction by Sir John E. Gorst. *Cassell & Co.*, 1s. net.
- The Admission Registers of St. Paul's School from 1876 to 1905. Edited, with Biographical Notices, by Rev. R. B. Gardiner, M.A., F.S.A. With Appendices, and some Additional Notes on the Earlier Scholars. *George Bell & Sons*, £1. 1s. net.

Special Reports on Educational Subjects. Vol. XVI. : School Training for the Home Duties of Women. Part II. : Belgium, Sweden, Norway, Denmark, Switzerland, and France. *Board of Education*, 1s. 6d.

Readers.

- The White Company. By Sir A. Conan Doyle. Adapted for School use. *Longmans*, 1s. 6d.
- The Health Reader. By W. Hoskyns-Abrahall. With an Introduction by Sir Victor Horsley, F.R.S. *Cassell & Co.*, 1s. 9d.
- London—Historical and Descriptive. A Reading Book for Schools. By Ben Jonson. *Blackie & Son*, 1s. 6d.
- Fairy Tales from Hans Andersen. Told to the Children by Mary Macgregor. With Pictures by Olive Allen. *T. C. & E. C. Jack*, 1s. 6d. net.
- The Wild Life of a Field : A Junior Supplementary Reader. *Thomas Nelson & Sons*, 6d.
- Homer's Tale of Odysseus. Adapted as a Literary Reader for Schools. By H. E. Haig Brown, M.A. *Thomas Nelson & Sons*, 3d.
- Stories from Scottish History. Selected from Scott's "Tales of a Grandfather." By Madalen Edgar, M.A. *George G. Harrap & Co.*, 1s. 6d.
- Little Wideawake Series for School and Home. Edited by M. T. Yates, LL.D. (1) The Little Red Riding Hood Fairy Book, 6d. ; (2) Grimms' Fairy Stories, 6d. ; (3) Hans Andersen's Fairy Stories, 6d. *The Aldine Publishing Co.*
- The Boy's Odyssey. By Walter Copland Perry. Edited for Schools, with Introduction, &c., by T. S. Peppin, M.A. *Macmillan & Co.*, 1s. 6d.
- Longmans' New Series of Prize Books. Being Selections from "Lang's Fairy Book Series." Each with Coloured Frontispiece and numerous Illustrations by Henry J. Ford. (1) The Magic Ring, and Other Stories, 2s. ; (2) The Golden Mermaid, and Other Stories, 2s. ; (3) Little Wildrose, and Other Stories, 2s. 6d. ; The Snow Queen, and Other Stories, 2s. 6d.

Reprints.

- Walden ; or, Life in the Woods. By Henry David Thoreau. With an Introduction by Theodore Watts-Dunton. *Henry Frowde*, 1s. net.
- Gibbon's Decline and Fall of the Roman Empire. Vols. VI. and VII. (The World's Classics.) *Henry Frowde*, 1s. net each.
- Tanglewood Tales. Told to the Children by C. E. Smith. With Pictures by Olive Allen. *T. C. & E. C. Jack*, 1s. 6d.
- Blackie's English School Texts. Edited by Dr. W. H. D. Rouse. Captain Cook's Second Voyage, 6d. ; Izaak Walton : the Complete Angler, 6d. ; Raphael Holinshed : England in the Sixteenth Century, 6d.

Science.

- Electrical Engineering in Theory and Practice. By G. D. Aspinall Parr, M.Sc. With 282 Illustrations. *Macmillan & Co.*, 12s. net.
- Turbines. By W. H. Stuart Garnett. *George Bell & Sons*, 8s. 6d. net.
- An Introduction to Astronomy. By F. R. Moulton, Ph.D. *Macmillan & Co.*, 5s. net.
- Systematic Inorganic Chemistry : From the standpoint of the Periodic Law. A Text-Book for Advanced Students. By R. M. Caven, D.Sc., and G. D. Lander, D.Sc. *Blackie & Son*, 6s. net.
- A Study of the Sky. By Herbert A. Howe. With Illustrations. *Macmillan & Co.*, 2s. 6d.
- Lectures on the Method of Science. Edited by T. B. Strong, Dean of Christ Church. *Clarendon Press*, 7s. 6d. net.
- The Evolution of Man. By Ernst Haeckel. Vol. I. Human Embryology or Ontogeny. Translated from the Fifth Edition by Joseph McCabe. *Watts & Co.*, 6d. net.
- A Text-Book of Mining Geology for the Use of Mining Students and Miners. By James Park. With 78 illustrations and 3 plates *Charles Griffin & Co.*, 6s.

THE TEACHERS' GUILD CONFERENCE AT SHEFFIELD.

WE give this month a fuller account of the papers and addresses delivered at the Sheffield Conference than was possible last month. The Conference opened on April 23 with an address from Dr. HILL, Master of Downing College, on "The Teaching of the Laws of Health in Schools." Dr. Hill thought that certain axioms could rightly be taught in schools. These were, for instance, the necessity for fresh air, the need for temperance and cleanliness, and the proper adjustment of physical and intellectual work. The proper aim in teaching children was to implant instincts in the mind. Care should be taken to avoid the direct application of this knowledge. It would be best if this kind

of teaching were given at home ; but unfortunately it was not always possible to trust to home teaching on the subject of the laws of health ; and it was natural that the school should be in advance of the home in this matter. At the same time, it was unwise to give rules that might clash with home customs. If, after a lesson on hygiene, a boy were to go home and propose to open the window at an inopportune time, he would probably get his ears boxed. In the matter of food the same argument held good. Children had to take the food provided by their parents. It was dangerous, continued Dr. Hill, to attempt to give reasons to children for the laws of health. These laws were founded on physiology, which was too big a subject for schools, and one of which the child had better be ignorant. A child ought to be entirely ignorant of its stomach and other organs. If you called its attention to its little wheels, those wheels were sure to become jammed. He spoke as a physiologist, and yet he would not teach this subject in schools. Information might be given, but the application should be avoided. But on one particular matter he thought instruction might safely be given : that was on the subject of germs. Children might be told that half the disease of the world was due to the entrance of germs into the body ; and that in many cases this was preventable. Pictures of germs as large as lions and tigers might be hung on the walls of the school. If a boy caught a common cold, he might care little that he was breathing out over his fellows millions of cold-germs ; but, if another boy had a cold, he might object to inhaling these germs.

Miss E. M. MORRIS, Inspector to the West Riding Education Committee, then read a paper on the same subject, taking a view opposed to that expressed by Dr. Hill. Miss Morris thought the subject one of very great importance, and expressed pleasure at the frequency with which the matter was now discussed. Two objections had to be met : the overcrowded time-table, that would not permit of the inclusion of another subject ; and the danger of making children too introspective. She thought that a fuller knowledge of the laws of health would make examining bodies and other authorities less exacting, and that therefore the teaching of the laws of health would ultimately tend to lighten the time-table. The other objection she thought to be purely imaginary when the subject was treated in such a manner as to inculcate reverence and care for the body. It was only too often the case that ignorance of these laws resulted in tragedies in later life. Just as the child with the broken toy said, with tears : "I didn't know it would break !" so the adult with weak lungs and shattered health learnt too late that Nature's laws cannot be transgressed with impunity, and said, with deep sincerity : "I didn't know it would break !" Public opinion, Miss Morris thought, wanted educating on this subject. The epithets, "grandmotherly," "molly-coddle" ought not to be applied in contempt to people who took proper care of their bodies, any more than ridicule should fall upon a boy who carefully cleaned his bicycle after he had ridden in the rain. Dr. Murray Butler's definition of education ran thus : "the adaptation of a self-conscious being to environment, a development of a capacity to modify and control environment." It followed from this definition that instruction in the laws of health had an undoubted claim in any complete scheme of education. Care of the body could no longer be left to the instinct of the child. It was a matter of common knowledge that the more artificial the conditions of life became the less control did instinct exercise upon life. That lack must be supplied by scientific knowledge. Health teaching should be begun in the kindergarten. Good health habits should be formed in very early life. Thus introspection would be avoided. "The faddist," continued Miss Morris, "has a much better chance of an innings in the case of young people who have had no adequate instruction in the laws of health during childhood. On reaching the verge of maturity there are many now who come under the influence of faddists, and they feel that they have been criminally neglected in respect of teaching as to the care of the body ; and at this age true perspective is apt to be lost, and faddism carries all before it. . . . At kindergarten age the activity and imagination of children may be turned to good account. Health teachers are supposed to be desperately prosaic, dry-as-dust specialists ; nevertheless I would suggest that this accusation need not be a true one, but that these characteristics of early childhood can be made use of to interest little ones. A capital health talk can be built on imaginary foundations, and it only needs imagination on the part of the adult to apply fairy stories, which form part of the romance of childhood, to useful ends. Little children love also to be useful, and stories can be supplemented with doing, and thus good habits can be inculcated." Miss Morris went on to say that simple experiments were worth more than facts learnt by rote from text-books. The need of air could be taught by watching plants, from some of which air and light had been excluded. In the same way an arithmetic lesson might take the form of measuring the cubic capacity of the room, and dividing the amount by the number of occupants, and thus the need of a certain amount of air could be demonstrated in such a way as to remain for ever in the children's memory. In conclusion, Miss Morris dealt with the question as to the best person to give this teaching in schools, and decided in favour of members of the staff as against the visiting health specialist.

Prof. FINDLAY continued the discussion, and posed as an entire sceptic on the matter. He doubted whether the whole subject of morals, including civics, were not too large for the teacher to tackle.

He pointed to the admitted failure in American schools to teach hygiene and temperance. He seemed to have chiefly in his mind schools in the poorer parts of large towns; and he hinted that, if children in these schools were taught that they had a right to fresh air, they might rise up and claim that right, thus causing a social upheaval. He thought that possibly a course in empiric physiology for the last year of school life would be useful; but, so far, all the talk was pure speculation: the first thing necessary was to demonstrate how the teaching had worked out and what had been its results on individuals.

Mr. TRICE MARTIN, Head Master of Bath College, strongly objected to Dr. Hill's advice on the subject of germs. He thought that to teach children about germs would, more than anything else, tend to make them introspective, and would cause worry and discomfort in the home.

Mr. HEAP, Head Master of Rotherham Grammar School, amused the audience by reading the following letter, stated to be a *verbatim* copy, and written by a mother to a teacher:—"Please do not teach Mary Ann any more about her stomach: it makes her so stuck up." Mr. Heap went on to show the need for teaching about diseases, instancing a case in which a number of school friends were invited to kiss the body of a girl who had died of scarlet fever.

When this discussion was closed it was claimed by a member of the audience that the laws of health demanded a short interval, both for the airing of the hall and for the refreshment of the listeners, before the next subject on the programme was taken.

When the members reassembled the Rev. R. HUDSON, Principal of St. Mark's Training College, opened a discussion on "What should be the relation of the Board of Education to Local Authorities in the matter of (a) finance, (b) training of teachers, (c) inspection of schools?" Mr. Hudson spoke at length about the relation of secondary schools to the Board of Education in the matter of finance. He thought that the locality should be entirely responsible for the cost of the buildings. Only in this way could variety and progress be secured. As to maintenance, the parents should pay a fairly high fee. He thought that the idea of parental responsibility was in danger of becoming weakened. When parents could not pay, and where there was a risk of a bright boy losing an education from which he could profit, then the scholarship scheme would step in and do all that was wanted. Fees should not, generally speaking, be lowered. But fees would not cover the cost of maintenance. He thought the deficit might be met by the locality and the Board in equal proportions. He also thought that the grants of the Board ought to cover the whole period of secondary education, and not be limited to a period of four years. As to inspection of schools, Mr. Hudson thought that the Board should be satisfied with a general inspection at fairly long intervals to secure that the school system was working properly and the education conceived on sound and generous lines. All questions of details should be left to the locality. The training of teachers, he thought, was more of a national than a local matter. If left too much in the hands of the locality, there would be a danger lest the teacher should be deprived of the width of experience which was a valuable part of training. It would be a mistake for a town boy to go from the town secondary school to the town training college.

Mr. T. P. SYKES, President of the National Union of Teachers, endorsed what Mr. Hudson had said as to the need of making the training of teachers a national matter.

The Rev. C. H. WESLEY DENNIS, who was in the chair, was also in favour of looking upon the question as a national one. He hoped there might be a conference of Local Authorities to consider the subject. He was rather afraid lest the enthusiasm of the localities should bring about an unnecessary increase in training colleges. At present the number of places in training colleges was within one hundred of the demand.

In the evening Prof. J. A. GREEN, of Sheffield University, introduced the subject of "Registration and Training." He said that since he had been invited to speak on this subject a dramatic event had occurred. The Teachers' Register was practically dead. And its death was determined upon in spite of the fact that it contained upwards of 10,000 names. But he admitted that the Register had failed in its primary object of encouraging the training of teachers. The many anomalies of the regulations, and the difficulty of defining secondary education, were partly responsible. Many schools had been recognized for the purpose of registration out of pity for the staff. The idea had got abroad that the Register was in favour of a particular type of school; hence its unpopularity with the teachers in the public elementary schools. The experience in connexion with the Register had shown the impossibility of defining a secondary teacher in the terms of his school. There were so many varieties of secondary schools; and the masters were shielded in the cloak of tradition and sheltered from the influence of new ideas. This partly explained the failure of the Register among secondary masters. Women and teachers in elementary schools were not so much under the influence of tradition. Still the four years of talk had done good and men were now less averse to the idea of training. The great difficulty, Prof. Green held, was the expense. If training were to become usual, one of two things must happen. It must be made cheap and easy for teachers to train, or it must be made worth their while. It was possible that the Board of Education intended to make further grants for this purpose, and that so

training might become easy. Mr. Birrell's letter to Sir W. Hart-Dyke might foreshadow this change. Clause 34 of the Education Bill contained no limitation in favour of elementary teachers, and, if the form of declaration for those entering training colleges were altered, public money might be as freely at the disposal of secondary teachers as it was at present at the disposal of elementary teachers. He doubted the utility of a general Register of a hundred thousand names, but suggested a Register of persons capable of giving higher instruction. Such a Register would be free from all objection on the score of social distinction, as it would be open to anyone who had the qualifications, and experience in any school would count.

A letter was then read from Mr. STORR affirming the principle that teachers must become a learned profession, and not a branch of the Civil Service. To effect this there must be a Register.

Miss CLEGHORNE, a member of the Executive of the National Union of Teachers, agreed with the views expressed by Mr. Storr, and said that her Association desired a comprehensive Register and would help in any movement to that end.

Prof. FINDLAY recalled the campaign in favour of training that had been started in Sheffield seventeen years ago, and thought the advocates of training had no need to feel discouraged in spite of the failure of the Register. The idea of the need of training had made great advance, as witness the fact that the University of Sheffield now possessed a Professor of Education. Seventeen years ago the authorities of the town would have scouted the idea that such a thing were possible. He urged that preaching was of little avail. The need was to show results. The study of education was in itself interesting, and it was becoming gradually possible to convince people that trainers were doing useful work.

On the following morning Mr. TRISTRAM, Head Master of Loretto school, spoke as to "The Best Arrangement of the School Day (including Home-work) and of the School Year." His experience had been with boarding schools for boys, and he limited his remarks to these conditions. He thought that considerations of health were paramount. The chief needs were a sufficiency of sleep, exercise in the fresh air, and a proper arrangement of meals and hours of work. He would have three terms of equal length. The Christmas holidays are inevitable, though he would make these as short as possible. The boys always came back in January in comparative ill-health. The Christmas holidays being necessarily fixed, the other holidays followed as a matter only of calculation. As to the arrangements for the day, Mr. Tristram did not believe in work before breakfast, nor did he approve breakfast by instalments; therefore he was opposed to early school. He thought that a boy's brain was not active and agile in the early morning. In summer boys required less sleep than in winter; therefore all meals could be put earlier. It was necessary to give a light lunch between breakfast and dinner. Under no circumstances should a boy need to supplement the school dietary. Such food should be given him as would satisfy him and keep him in robust health. Mr. Tristram especially emphasized the evil of hard exercise immediately after school and before dinner. This period should be devoted to exercise of a mild nature, just as the time immediately after dinner should be. The best time for really hard exercise was in the middle of the afternoon; and the best of all hard exercise was, in his opinion, Rugby football. After the hard afternoon exercise there should be a mouthful of food, and time to recover before work. In winter dinner would be at one o'clock: in summer it might well be at twelve o'clock. Tea would be at six o'clock. It was necessary, he thought, to watch that boys did not get overheated in the hot sun. The class rooms must be cool and well ventilated. The boys' clothing should be light; there could be no objection to taking off coats in the class rooms. "Discipline and dignity," he said, "that depend upon a coat are not worth much in the rough and tumble of the world." He ended with a warning against faddists; arrangements for boys should be made to suit them as they are, and not as we think they are or ought to be.

Mr. A. KAHN, University College School, London, spoke from the point of view of a large town day school. He thought the question resolved itself into one of brain hygiene. The brain required exercise, and the proper quantity of exercise varied according to the development of the boy. Too much physical exercise, imperfect physical conditions in day schools, over-long hours of work, were all active causes in the production of stupidity. The correct hours of work, as he thought, would be as follows:—Between the ages of six and eight, for boys and girls alike, two hours' work; from eight to ten, three hours; from ten to eleven, three and a-half hours; from eleven to thirteen, boys should have four hours of work, and girls rather less; from fourteen to sixteen, five hours; from sixteen to eighteen, five and a-half hours. These hours should be spread over a longer period, including both morning and afternoon, and should be broken up by intervals for recreation. In addition to the hours given, a small and graduated amount of home work might be given—from fifteen minutes at the age of six to three hours at the age of eighteen. Home work was necessary to cultivate independence. Mr. Kahn was strongly opposed to the system in German schools and in English high schools for girls, where all the day's work was done at a stretch. The ideal arrangement for the school year would be, in his opinion, to have three terms: the first

from January 2 to March 25, the second from April 16 to July 9, the third from August 25 to December 7.

The discussion after this point was mainly limited to criticism of the four years' course of the Board of Education as applied to girls' schools, and the opinion was freely expressed that more elasticity should be allowed. It was stated that the present regulations produced anæmic girls, and, in particular, anæmic pupil-teachers, who formed a very bad object lesson to the children whose charge they would have to undertake.

Prof. GREEN intervened with a useful caution that formal drill was not mental rest.

The CHAIRMAN concluded the debate by urging the head mistresses to press the point of a change in the regulations upon the Board of Education.

The second subject of discussion on Wednesday morning was as follows:—"The Value of School Life after fifteen years of age for Pupils not preparing for a University or Technological Career."

Prof. FINDLAY thought that secondary education was too often looked upon as intermediate to higher education. What we had to deal with now were children of fifteen who were not proceeding to places of higher education, and we had to decide if there was any justification for keeping them at school after the age of fifteen. He pointed out that it was a biological law that the more complete the development the longer was the period of helplessness—i.e., economic helplessness and leisure. Latterly there had been a great growth in the direction of increasing this period; and it seemed to be thought that this prolonged period of economic helplessness must be spent at a secondary school, whatever the future career might be. But this state of experience, commonly called school life, was not necessarily the best for all. As a head master in secondary schools, he had known cases where it would have been better for boys to have been in the school of life than in the secondary school. The only real justification for deliberately increasing the period of economic helplessness was to be found in the claim that in later life the pupil might render more valuable services to society in return for the longer period of nurture. It would therefore follow that only those who are morally and intellectually fit should remain at school after the age of fifteen. No lazy or stupid children should be encouraged to stay. Dr. Findlay also thought that the education given to boys and girls above the age of fifteen should have definite reference to a future career. He did not mean that it should be technological or technical; but that a boy of the age of fifteen should understand that his education was a preparation for life, and he should then decide on his future work. Hence there was a great need for variety of curriculum. He reminded his hearers that the Black Prince was fifteen at the battle of Crecy. Dr. Findlay then dealt with the difficulties involved in making so early a decision as to future career, and argued that these were not insuperable. He condemned the traditional liberal education: "a limited number of special subjects prepared according to a special receipt." Although literature was the most humane of all subjects, yet this could be omitted entirely from a liberal education. The real point was not the subject, but the treatment. Any subject could be treated in a liberal, as opposed to a mechanical, way. Even shorthand can be made a subject of scientific study. He again asked if our secondary schools gave the best training for all lads over fifteen; and suggested that for some boys in the upper classes a half-time arrangement would work well.

Miss ESCOTT, Head Mistress of the Sheffield High School, was, on the whole, opposed to Dr. Findlay. She quoted Prof. Sadler as saying that England was a hundred years behind Germany in intellectual life, and she argued that, therefore, secondary education should be prolonged as late as possible and given to as many children as possible. This education should be general, because it was not easy at the age of fifteen to decide upon a definite career. In her experience girls were developing later than was the case some fifteen years ago, and she thought the years after the age of fifteen were often the most useful. She had known girls who appeared stupid and unresponsive to their opportunities before this age change and develop rapidly and in a valuable manner if they were allowed to remain at school for a further period of two years. Miss Escott dealt chiefly with high-school girls whose education would cease on leaving school and who were probably not preparing for a profession.

In the afternoon the discussion on the subject: "What should be the relation of School Certificates to University Entrance Examinations?" was introduced by Mr. TRICE MARTIN, Head Master of Bath College. Mr. Martin took the view that a secondary school was an intermediate step to a University education and that for the average or "pass" boy the examinations for school certificates and for University entrance should be identical. There might be an additional test for sixth-form boys who intended to be honour students. He found that the existing system, owing to the multiplicity of school examinations, was destructive of the unity of the school curriculum. The second need for reform in Mr. Martin's judgment was found in the urgent necessity of maintaining a constant value in the matriculation examinations of Universities. He would not have the Board of Education interfere in the conduct of examinations or set up examinations of its own. But he thought the Board might do useful work in co-ordinating existing examinations and in insisting that a constant per-

manent standard should be maintained. The position of the Oxford and Cambridge Joint Board showed the possibility of amalgamation. It was necessary to go further and to relieve schools of the handicap caused by the numerous examinations.

Mr. T. RAYMONT, Vice-Principal of the Goldsmiths' College, was unavoidably absent, and his paper was read by the Secretary. Mr. Raymont dealt with the question as one involving the influence which a University inevitably brought to bear upon the curriculum of a secondary school by its matriculation examination and its school leaving certificates. The question he would ask was: How could the University exert that influence so that the education given in the school might be affected for good? Before answering the question it was necessary to consider certain points of fundamental principle. The question had been raised whether the Universities were the right bodies to exercise this influence. The Scottish and German plans, though differing in many respects, agreed in making the leaving certificate a State document. It had been argued that the practical man who needed to be impressed with the value of such certificates looked upon academic tests with some degree of contempt. Against this view, it might be shown that the work of the newer Universities was fast obliterating the traditional distinction between the academic person and the practical person. Mr. Raymont thought that this change of opinion was in the right direction, and that anything that brought Universities into closer touch with the rest of the social structure was to be welcomed. The argument that a new University was too fully occupied with other matters to conduct the examinations of schools with success was illustrated by the establishment of the Central Welsh Board. At the same time, Universities were bound to exercise some influence upon schools by their matriculation examinations. Mr. Raymont went on to ask what a certificate should stand for, and said: "In this country we have usually taken a certificate to mean that, in a certain month of a certain year, John Smith or Jane Robinson gave evidence of possessing a certain amount of knowledge (acquired no one knows exactly when or where, and no one thinks it necessary to ask exactly how) of certain portions of history, literature, mathematics, and the like. This knowledge may have been acquired in a good school or through a postal institution; it may be the sure product of years of steady work, or the fleeting, though showy, result of a few months of strained effort; it may be the outcome of sound teaching or of such judicious cramming that the examiner cannot refuse to pass the candidate. Now, before we are likely to effect much good in secondary education, this notion of a school certificate must be abandoned, or at least thoroughly revised. The certificate must mean that at the period in question the said John or Jane has given evidence of having duly profited by a course of instruction pursued regularly during the three or four preceding years. The examination must be simply the crown and completion of the regular course of study, which is the all-important thing. The examination must follow the curriculum; the curriculum must not be squeezed to the exigencies of the examination. Such a scandal should no longer be possible, for instance, as that reform in modern language teaching may be delayed simply because the new methods of teaching do not fit the old methods of examining. And there should no longer be any danger that pupils may be kept working down to the syllabus of a University entrance examination, which, after all, represents only the minimum requirements upon which degree courses may be pursued. If a boy can easily do more advanced work in certain directions, the examination should be shaped to meet his needs." Mr. Raymont made a powerful plea in favour of allowing the teacher a share in the branding of his own herrings. But he recognized that the state of public opinion on this matter would only allow of a slow and gradual progress towards the desired end. "We are so much accustomed," he added, "to the shopkeeper view of education, that it consists in handing over so much intellectual material to be duly measured and weighed by the machinery of examination that the strict code of professional honour prevailing amongst German teachers has had no chance of flourishing in this country." Mr. Raymont then gave a caution to the Universities not to forget that many subjects necessarily appeared in a school curriculum which did not directly lead to degree courses, and that these must not be neglected or discouraged in school examinations. He concluded by asserting that curriculum must govern examination rather than the reverse: that eventually the principle of co-operation between the teacher and the outside examiner must receive fuller recognition: that the school-leaving examination, as opposed to the University entrance examination, must be encouraged.

Prof. HUDSON, of King's College, London, said that no teacher ought to undertake to prepare for examinations except in one particular. He might undertake to see that the candidate was physically fit. Mr. Kahn argued that an entrance examination to a degree course was a thing quite distinct from a school-leaving examination. He would prefer that the latter should be in the hands of the Board of Education.

The proceedings then terminated with certain votes of thanks and complimentary speeches. Among these Mr. P. A. BARNETT made a charming and delightful speech, full of valuable matter. But, as Mr. Barnett especially alluded to the fact that, as the reporters had left the room he could speak freely, we respect his desire for liberty of prophesying in private.

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OCCASIONAL NOTES.

THE Education Bill moves along slowly in spite of the exercise of the closure. The first three clauses passed in Committee on the understanding that the Government will so modify the subsequent clauses as to make extended facilities real, and capable of being enforced, should the need arise, against an arbitrary and unreasonable local authority. To this Mr. Birrell would tack on a provision virtually forcing every denominational school to hand itself over to the Local Authority. There will be great opposition to this proposal. But we cannot think the case of the denominational schools is strengthened by the exaggerated language of their supporters. "It will be no longer possible," says a circular issued by the National Society, "to point to the Church school and say: 'This is our school.' Quite so. It is the fact that Churchmen have used this term 'our school' of institutions the annual maintenance of which is derived entirely from public money that has embittered the controversy. Had they been content to call them National schools and to make them so in reality, much trouble might have been avoided. But, in spite of opposition from friends and foes, the Government show no signs of yielding. Altogether twenty-three days have been or are to be spent over the Bill in Committee. Parliament is to rise on August 4, but is to return to its duties in the autumn and to pass the Education Bill. Meantime it has been announced that Part II., dealing with endowments, is to be dropped, and rumour says that Part IV., dealing with the establishment of a Council for Wales, may also be omitted.

CLAUSE IV. in its amended form passed, though in the division on Mr. Evelyn Cecil's amendment to read "shall" for "may" the Government majority fell to

Clause IV.

103. Mr. Birrell, with some justice, complained that, while offending his own more ardent supporters by this "just but highly exceptional clause," from those whom he sought to benefit he received nothing but cold words or even abuse. The clause, as the Prime Minister frankly acknowledged, was drafted to meet the peculiar case of the Roman Catholics and Jews, and it is not denied by those sects that it will preserve intact three-fourths of their schools. When Mr. Balfour asks why the Church of England should be less favoured, the answer is that it has been more favoured in the past, and has enjoyed almost a monopoly of rural education. Four-fifths and 5,000 are arbitrary numbers, and hard cases, of which Sir W. Anson gave samples, will undoubtedly arise; but hard cases make bad law. Mr. Birrell's argument that an appeal to the Board of Education would be more satisfactory and more effective than an appeal to the Court of King's Bench was in our judgment unanswerable.

THE invasion of London by the Lancashire opponents of the Bill has had some effect on public opinion, in spite of the gibes which have been levelled at the "picnickers." Though on pleasure bent, the excursionists were evidently in earnest. and London, itself luke-warm, admires enthusiasm in others. The Unionist and the Church of England press will not allow the House of Lords to forget that this demonstration of Lancashire Churchmen may be used as an argument to justify the rejection of the Bill. But far more important and influential, though less noisy and importunate, are the opinions of the Local Authorities. They are in favour of the principles of the Bill, and it is they who will have to carry out its provisions. The opposition of the Free Churches to the facilities offered to those who do not approve of simple undogmatic teaching based upon the Bible ought to be modified by the plain sense of Mr. Lloyd-George's letter to a correspondent in Wales. He admits that Clause IV. is an encroachment on the symmetry of the Bill, but points out that the moral instruction provided under the Bill is bound to be an offence to the conscience of Catholics, and that therefore, so soon as it is decided to give the Local Authorities power to supply religious instruction in schools, it seems an inevitable corollary to afford extended facilities to Roman Catholic parents, and, he might have added, to certain sections of the Church of England. The only other alternative is for the State to concern itself solely with secular education. This alternative Mr. Lloyd-George, who knows the House of Commons, refuses to discuss, as he is convinced of its impossibility.

THE protests that have been raised against the abolition of the Teachers' Register have evoked from Mr. Morant a "Supplementary Note." The object of this Note is to make it clear that the Board, whilst adhering to the abolition of the Register, are determined to do something to encourage the training of teachers. Mr. Morant points out that the Board have taken steps to provide for a list of efficient schools which shall be issued periodically. It appears to be assumed that to be a teacher in such a school is almost equivalent to becoming a registered teacher. Even if we could grant this point, we should still have to inquire what would be the position of those competent teachers who happened to teach in a school that for one of several possible reasons did not apply to be placed on the Board's list of efficient schools. The Note further points out that

Column B
lives again.

the new Regulations for Secondary Schools will make it imperative in 1907 that a certain proportion of teachers on the staff of an efficient school must have undergone a course of training. In applying this regulation any person whose name has previously been entered on Column B of the Teachers' Register may be counted, "subject to the Board's sanction in each case." It may be some consolation to learn that to have been on Column B is better than not to have been trained at all; but there is a distressing vagueness about the phrase, and it may be that the Board's sanction will be limited to those who have gained the full qualifications according to the permanent conditions.

THE Dean of the College of Preceptors, in his official letter to the President of the Board of Education on the abolition of the Register, naturally lays most stress on the injury that will result to private teachers. By the Register they were put on an equality with the teachers in public schools and recognized as one branch of a great profession. If deprived of this hall-mark, they will be simply adventurers, each fighting for his own hand. Moreover, the Dean continues, there is a widespread apprehension that the Board is drifting towards an organization of secondary teaching in which private schools will cease to be recognized as an integral part of the available resources of the country. Yet another plea is urged in the letter which we have not noticed in any of the numerous protests. Formerly the majority of secondary teachers, being in Holy Orders, had an acknowledged status as members of another profession; now it is the exception for any save members of the Head Masters' Conference to be clerics, and there is a growing demand among teachers for a recognized status, which nothing but a Register can confer.

THE resolution passed unanimously at a meeting of the Heads of Training Colleges on May 26 was even more emphatic any we have hitherto recorded, and the protest they raise is not in behalf of training, which they allow may be promoted by other means, but on general grounds.

The first resolution runs: "That a grave injustice, amounting to a breach of faith, is threatened by the proposed abolition of the Register as regards all those teachers who have been registered; and that public confidence in the stability of the policy of the Board of Education has been seriously shaken by this action." The other resolution, which covers common ground, we need not rehearse; but we note with satisfaction the regret expressed at the extinction of a Registration Council nominated in part by the profession. One characteristic of a learned profession is the power of controlling entrance to its ranks, and such power, properly limited in the public interest, teachers justly demand. The alternative is "administrative regulations, which would end in ranking all members of the teaching profession in the lower grades of the Civil Service." It follows (though this is not definitely stated in the resolution) that the Council which administers the Register should have some voice in drawing up and modifying from time to time the regulations for admission.

THE Assistant Masters in their memorandum to the Board of Education deprecating the abolition of the Register urge (1) that the training of teachers was not

Assistant Masters on the Register.

the sole or even the primary end for which the Register was instituted—the first object was to furnish appointing authorities with a list of competent teachers from which to select and to guard the public against incompetency; (2) that the main reason why men teachers are slow to avail themselves of training is the inadequacy of salaries; (3) that the promised official list of efficient secondary schools would not be a guarantee of the teachers in those schools. Lastly, they ask for a respite. They allow the partial failure of the present Register and the difficulties of the Board, but urge that, if it is now abolished, there is no hope of its being ever revived.

A STROKE of the pen may cause a veritable revolution in practice. In answer to a question in the House, Mr. Birrell said that "the Board have come to the conclusion that it is desirable to allow the (training college) students' declaration of service to be fulfilled by service in any State-aided or rate-aided school, including therein schools other than elementary." It is clear that there is nothing in the wording of the clause (34) in the present Bill to limit the provisions of training to any particular grade of school or section of teacher. But the declaration signed by a student in a training college that he or she would teach in a public elementary school would limit the operation of this clause. We are glad, therefore, to have Mr. Birrell's assurance that the Board have come to a decision on this point. At the same time Mr. Birrell added that the alteration could not at once be carried into effect. Wide schemes are in the air. We have Mr. Morant's statement in the Supplementary Note on the subject of the Teachers' Register that the Board intend to institute "a system of grants in aid of courses of training specifically designed for the requirements of secondary teachers." The proposed change in the students' declaration will make it increasingly difficult for Local Authorities to secure a full supply of teachers for their elementary schools. As a result, salaries are bound to rise.

NO system is flawless. As a nation we have come to the conclusion that every child must have a certain dose of book-learning forced into him or her. This of itself is excellent. The trouble comes in because, for the moment, we, as a nation, have become convinced that education and book-learning are one and the same thing. It is true that in the case of children who are blind or dumb or mentally deficient we make an exception, and special care is taken. For the rest, every child is to learn from books. If the child is under-fed, under-clad, or over-tired, if it is quite clear to the teacher that no good, but on the contrary evil, must come, yet that child must have his daily dose of "education." Of course it is recognized that bodily health is important; but, if the child is weak, we say that it is the fault of the parent, and we must not run the risk of weakening parental authority and sense of responsibility. This point of view seems to have reached a climax. The London County Council can examine children as regards their eyesight, can prescribe glasses, and can say that without those glasses the child is in danger of ruining his eyesight; but the law does not allow the Council to supply spectacles. Consequently an association has been formed to supply spectacles at cost price to children for whom they have been prescribed, or to help in their purchase in the case of very poor children. We wish the association every success; but the need that has brought about its formation suggests that our legislators must take a wider view of

Spectacles for School-Children.

education if we are to bring up a race of healthy and capable citizens.

JUDGMENT has been given in favour of the Board of Education and against the West Riding of Yorkshire in the matter of the payment to teachers for religious instruction in non-provided schools. When the West Riding sent inquiries to the non-provided schools with a view of finding out what proportion of the teachers' time was occupied in giving religious instruction, and, later, when the Education Committee decided to withhold the proportion of salary which was estimated to be assigned for the giving of religious instruction, we described this action as needlessly irritating and hostile to the Church schools. And we still hold this opinion. No other Local Authority raised an objection to paying the full salaries of the teachers. As things are, under the Act of 1902, it seems to us trivial to raise this point. Such action bears the appearance of a deliberate attempt to exasperate the Church of England. But, if the present Bill is to become law, it will seem that the West Riding had a stronger backing of public opinion than was apparent at the time; for in the present Bill it is distinctly laid down that the Local Authority shall not pay for any religious teaching of a denominational character.

PRIVATE schools should welcome the recently issued Regulations for Secondary Schools, which make it possible for any school to be inspected and declared efficient whether or no that school is eligible for or desires to receive grants of public money. This inspection will be free, and will include inspection of premises as well as of instruction. But the Board must be satisfied as a preliminary to inspection that "there is a *prima facie* case for recognition." The Board must be satisfied from the reports of the Inspectors that the school has an adequate staff (this includes "a certain proportion" of trained teachers), provides efficient teaching, and possesses suitable premises and equipment. The report will be sent to the person responsible for the conducting of the school, and also to the Local Authority; but the latter body may not publish it without the consent of the school. The recognition will last for three years. This proposal applies equally to socially superior public secondary schools which do not seek for grants. The offer of inspection without cost ought to be widely accepted. On the other hand, in many schools inspection has become so frequent, and the various reports so non-committal or contradictory, that head teachers and governing bodies are growing somewhat weary.

"YOU think the children are listening to what you say; but, far more really, they are observing what you are." This passage occurs in Miss Mary Clifford's presidential address to the Association of Teachers of Domestic Science. It contains a truth that is often overlooked, though the same principle is embodied in the old saying that practice is better than precept. The fact probably is that the present generation of teachers, unless they are persons of exceptional strength of character, are oppressed by the thought of the coming examination—an examination in which the whole work of the teacher, prospects, salary, and position are decided by the ability of the pupils to put on paper certain proofs of intellectual agility or of a well stored memory. Consequently the teacher aims at implanting knowledge or developing the intellectual powers of the pupils. Yet it is, undoubtedly, what we teachers are, rather

than what we say, that really impresses the child for his future good or ill. The first object of education is to put the child into an environment where his character may develop in the way that the spirit of a given age has declared to be the best. The results of education cannot be estimated by written examination or even altogether by inspection. The mysterious thing called the "tone" of the school is the one thing of real importance, though, of course, the word "tone" (just as the word "character") is often grotesquely used.

THE Board of Education have issued a paper showing the age at which compulsory attendance at school begins in certain foreign countries. In these it is rare to find this age under six or over seven. Roughly speaking, we may say that in France, Germany, Switzerland, Holland, Japan, and Canada the years of compulsory education are those from six to fourteen; but in some countries arrangements are made for the admission of younger children. It is curious to note that in England the arguments in favour of admitting young children—those which have had real weight with our legislators—refer not to the young child, but to some one else. That very young children are the better for some kind of formal education is undoubtedly true; it is equally true that the large classes and the equipment of the public elementary schools do not allow them to give the requisite care to very young children. But, we are told, if these children are not admitted, the elder girls must be kept at home to look after them; for the mother, apparently, cannot do so. The mother has to go out to work, and at the best the child, if not in school, would be crawling, neglected, in the gutter. It will be an advance in educational feeling when we realize that a mother must have time and opportunity to look after her infants if we desire the nation to be healthy and prosperous. The point to decide is whether the infant can get at school the best possible education; if not, what arrangements can be made to ensure a healthy infancy. The next point would be to carry out the decision when it has been made.

A POWERFUL circular letter has been issued on behalf of the Association of Assistant Masters, calling upon the staffs of the public schools to give their support to a movement that is exercising considerable influence upon secondary education. The letter is signed by masters at Cheltenham, St. Paul's, Winchester, Charterhouse, and Eton; so it is clear that the Association is not entirely without the support of the socially superior members of the profession. A concise and modest statement of what the Association has already been able to accomplish is given; but, with regard to masters in the public schools, the letter says: "The Association is now maimed in all its efforts by their conspicuous absence, and can only partially and imperfectly carry on work which we believe to be at once for the welfare of our profession and also for the advancement of the public good." In reference to salaries, the circular states that the Association "has endeavoured to secure some improvement in salaries, which, in many smaller schools at any rate, are often unsatisfactory, and sometimes almost disgraceful." We are convinced that nothing but organization can ever improve salaries. Local Authorities will not pay more than the market price. They may reply to criticism: "We get excellent examination results and first-rate reports from Inspectors with masters paid as we pay them: why, then, should we increase the payments? We are not philanthropists, but guardians of the ratepayers'

money." The pressure will have to come from the profession itself. If the cry of trade-unionism is raised, it must be faced.

THE results of the recent examination for King's Scholarships show that 82·3 per cent. of the successful candidates are women. In some quarters this is looked upon with dismay. The paucity of candidates who are ready to enter the profession of teaching in the public elementary schools may be taken to show that there are other and more attractive professions and occupations than teaching. If more men are wanted, either entrance must be made more easy or the conditions of service must be improved. The former alternative is unthinkable at the present time. Therefore it follows that the latter must be adopted. Improved conditions of service include higher salaries, especially higher maxima; the salary at start is less important: greater security of tenure, more independence and freedom from the harrying of Inspectors and Local Authorities, and increased pensions. All of these will come, but come very gradually. For our part we are not sure that more men are wanted. In infant schools and in the lower standards it is admitted that women are the better teachers. With children up to the age of twelve there would seem no reason to have any men teachers at all, for boys or for girls. And for older children there is no need that the staff should be exclusively composed of men because the scholars are boys. Any one who is familiar with the intermediate schools of Wales will know that men and women can work together on the same staff and that women can efficiently teach boys up to the secondary leaving age. Seeing the early leaving age in the public elementary schools, we need feel no alarm that only about 20 per cent. of those entering the profession are men.

A GAIN and again we have seen the Bill denounced as a misnomer, as having nothing of education about it, and as inspired by anything rather than zeal for education. It is well that this slander should be rebutted by one who can by no possibility be counted a partisan. Prof. Sadler, writing in the *Independent Review*, finds the motive of the Bill not in religious controversy or denominational rivalry, but in the stir of a new conviction among the masses that in a new and better education lies the best chance for their children. This means that in future the people will do for itself what needs to be done, and no longer depend on charity; and, as a corollary, the private control of schools must cease. The one point of reform that Prof. Sadler presses home is the reduction of the size of classes. In a class of sixty children may be drilled, disciplined, crammed; but they cannot be trained to think, and there can be no individualization—like Wordsworth's cattle, they are sixty learning like one. On the second part of the article, which is entitled "The Future of Denominational Schools," we have touched elsewhere.

A SCHEME has been projected as a sequel to the Mosely Educational Commission which gives large promise for the future. By an arrangement concluded with the great steamship companies teachers will be conveyed across the Atlantic and back during the months of November to March next inclusive at a nominal fare of £5. Itineraries have been prepared for visitors by President Murray Butler, and facilities will be afforded to enable them to see typical schools of the United States and Canada. All that is needed to make the scheme effective

is the co-operation of County Councils and other school authorities, and we cannot doubt that these will see the wisdom of granting leave of absence without cessation of salary to such of their teachers as are likely to profit by so rare an opportunity. Hitherto for one English teacher who visits the States there have been a score of American teachers visiting England. The jubilee year is an American institution which we might well imitate. We have at least as much to learn from the New World as it has from the Old.

LOCAL AUTHORITIES.

THE thirteenth report of the Kent Education Committee states that the expenditure on elementary education for the past year has been, in round figures, £262,000; that is, between £4,000 and £5,000 less than the estimates. The Committee is able to take some credit for the saving effected by its Stores Department. For the convenience of teachers a sample room has been stocked, which is in reality an educational museum on a small scale. The want of a really complete educational museum in London, in which all the latest educational books and appliances could be inspected, has often been commented upon. Failing the establishment of such an institution, it is very useful for teachers in Kent—especially those living in remote rural districts—to be able to come to London on a Saturday morning and investigate at their leisure the supplies that the Education Committee is prepared to offer. An extract is given from a letter written by a head teacher bearing evidence to the value of the opportunity. On the subject of the saving in cost that is effected by a large purchaser the following paragraph from the letter may be quoted:—"Foolscap paper for which I formerly paid 5s. 6d. net per ream is now quite as good at 3s. 4d.; and round chalk, unobtainable under 1s. a box, is exactly the same quality at 4½d." A good deal of the difference is perhaps lost by the local tradesman; but, at any rate, the ratepayer gets the benefit. The expenditure on higher education for the past year has been £75,000—again a saving on the estimate; but for the coming year a large addition is allowed, to meet automatic increases needed for teachers' salaries and for scholarships.

DELAY in the opening of hostels in connexion with the Training Department of the Goldsmiths' College has occurred, owing to difficulties in obtaining suitable premises. The Kent Committee originally undertook to provide for 30 to 40 women, while Surrey was to provide accommodation for about 25 men. It seems likely that these figures will be exceeded, and the Surrey Report estimates the final provision as for 64 men and 120 women. This proposal makes Kent bear the major part of the cost, and it is now proposed by Surrey that the two hostels should be managed as regards their finance by a joint committee, and the cost shared equally between the counties. The Kent Committee propose that four houses in Granville Park, Blackheath, should be leased for the purpose of a hostel for women. It is hoped that both hostels will be opened in time for the beginning of the September term.

A LONG extract from the quarterly report of the Principal of Wye College is inserted in the report of the Kent Education Committee, from which it is evident that much valuable work continues to be done, not only in helping the farmers by analyses of soil, advice, and the results of experiments, but also in training up a body of potential scientific farmers. There are now in the College 101 students. The report gives an interesting table of the ratio of the grants paid by the Board of Agriculture to those given by the County Councils, from which it appears that no agricultural college receives so small a proportional grant as Wye. The Bangor Agricultural Department, for instance, receives a grant from the Board of an amount almost equal to that given by the counties of North Wales that support it. On the same basis of comparison Wye College receives about one-sixth from the Board of that which it receives from the two counties that maintain it. On the principle that the Government should help the locality in proportion to the amount that the locality is willing to pay, Wye College ought to receive far more generous support from the Board of Agriculture.

THE fifteenth report of the Surrey Education Committee contains a large amount of interesting matter dealing with the care of the body and the development of the physical powers of the children. A careful reading of the report makes it clear that a feeling exists among the members of the Committee that, if schools are content to

limit their work to the training of the intelligence, they will fall short by much of the really valuable results that could be produced. The Special Subjects Committee urges the need for further provision of opportunities of learning cookery, manual work, and gardening. The increase in the provision of these opportunities has already been great since 1902. But it seems that the Committee will not be content until much of the aimless studying of text-books has given way to practical instruction. The report of the Committee for Physical Training affords ample proof of the willingness on the part of the teachers to take up and develop this side of education. Major Norman has been appointed superintendent of physical training. He holds central classes for teachers, and goes round to the schools to help with advice and suggestions. The report of the medical officer shows that the children are now being subjected to careful scrutiny with the object of helping those who are ailing and separating those who require special schools for any reason. In his report the medical officer lays special stress upon the need for inculcating habits of personal cleanliness. In particular he refers to the care of the teeth. Perhaps he might have added that thorough use of the teeth by proper mastication of food is no less necessary than the proper cleansing of the teeth. As to personal cleanliness, he says: "It is not too much to say that, if thorough personal cleanliness could be so taught in early life as to become an instinct, most diseases would be lessened by a half and many would disappear altogether."

CHILDREN are growing scarce in Halifax, as it seems from the annual report of the Borough Education Committee. It is known that all who can reasonably be expected to attend are on the rolls, and the average attendance has improved. Yet the decrease on the last year was 510. The improvement in average attendance seems to be due either to the activity of the attendance officers or to the growing popularity of the schools; for the prizes by which regularity had been encouraged have been abolished. This saves a sum of £400 a year; but, in our opinion, far more important issues are involved. Prizes for regular attendance are vicious and immoral. An attempt is made, apparently, to bribe a child to attend. The child is therefore encouraged to expect a bribe in return for any effort he may make towards self-improvement or self-development. The contrary ought to be the case—namely, that it is felt to be a privilege to attend school and a deprivation to be absent. The system of bribes tends to fix the child's mind on the bribe and not on his education. Samuel Johnson, in speaking of his school-days, said: "By exciting emulation and comparisons of superiority you lay the foundations of lasting mischief." This is profoundly true. If children are to get the full benefit from school, they must come because they like school and feel that there they get an opportunity for the employment of their natural activities. In Halifax the age at which scholars leave school has risen, and from this it may be argued that the children or their parents are alive to the actual value of the education given. But there are still far too many half-timers in the Halifax schools, and too many children who, from want of proper food or clothing, or owing to work outside the school hours, are physically incapable of profiting from their lessons. Of half-timers there are 1,300 out of 15,000; of the others there are no actual statistics, but reports from head teachers show that they are numerous.

A POINT we like in the Halifax report is the recognition given to the teachers. Teachers have great responsibilities, and are as a rule fully alive to them. But it is not always that it occurs to the mind of a corporate employer to utter a few words of appreciation which may sweeten the work of the teachers for the whole of the year. We quote the following paragraph, not only because it recognizes the work of the teacher, but also because it deals with the influence of the teacher generally, beyond his class-room work:—"The devotion to the highest interests of the scholars displayed by the teachers of all grades merits the sincere thanks of the Committee; for it is largely through the deep interest in, and attachment to, their work which the teachers manifest year after year that the character of the future citizens is established. . . . Many teachers have spent much of their own time in superintending the outdoor games and swimming, thereby gaining a knowledge of their scholars and a power of influence for good over them which could not otherwise be obtained." A number of extracts from the reports of head teachers are given which afford interesting reading and also proof of the justice of the quotation given above. If further proof were needed, it is found in the reports of the Inspectors of the Board of Education. If Mr. Morant had time to read these reports from head teachers, he might conclude either that his "Suggestions" were unnecessary in Halifax, or that they had already produced a marvellous effect. Four schools in Halifax have swimming baths. The Corporation Baths are also used by the scholars. In spite of the facilities offered only one child in six has visited one or other of the baths during the year. More girls than boys have received certificates for powers of swimming.

WE have received from the Education Committee of the West Riding of Yorkshire a handbook giving particulars of holiday courses for teachers held during the ensuing summer. The West Riding likes to do things thoroughly. There are courses in the three foreign modern languages that are taught in schools—French, Spanish, German; a course in Handwork, in Theory and Practice of Education, and in Physical Instruction; a course in Geography, and one in Plumbing. Among the many competing courses for teachers in France the Committee has, perhaps wisely, limited its students to one—that at Boulogne. This makes organization and supervision more simple. Students going to Germany or Spain must go to Neuwied or Santander. In these two countries there is practically no alternative; for the courses at the German Universities are mostly on the lines of the English University Extension courses, and are not specially arranged for foreigners who have not full fluency in the language. Teachers who intend to apply for grants in aid of their expenses are apparently expected to attend a preparatory course held at Leeds for practice in speaking and in understanding. A most interesting programme is issued of the pedagogic course to be held at Scarborough. Prof. Findlay, Prof. Sadler, Prof. Earl Barnes, and many other well known teachers have undertaken to lecture.

LIKE many reports that we have received lately, the report of the Warwickshire Education Committee gives *pros* and *cons* for the admission of children under five years of age. As the arguments are so varied and so little in accord, the Committee have decided to continue to admit them, seeing "the large financial loss that would be entailed on the county by the exclusion" of such children. The Committee is quite right in saying that academic qualifications are not necessary for teachers of very young children. But there is much division of opinion among the managers as to whether the teachers should be "older and motherly women or bright young teachers." The best solution is, no doubt, where possible, to get bright young teachers with motherly and sympathetic instincts. The report continues: "The advocates for admission lay particular stress on the habits gained by children who enter school at a very early age—order, obedience, punctuality, good manners, neatness, and cleanliness—habits all important for their intellectual as for their moral growth, and which, they urge, are more easily learnt before five than after." "The majority of correspondents do not think that there is any strain on the 'babies' brain, . . . and several lay stress on the evident happiness of the children at school, and their anxiety to go there as soon as they are allowed to do so."

REVIEWS AND MINOR NOTICES.

The Cambridge Modern History. (1) Vol. VIII.: *The French Revolution.* (2) Vol. IX.: *Napoleon.* (16s. net each. Cambridge University Press.)

(1) The first of these volumes displays in 25 scenes the tremendous drama enacted in Paris throughout a decade towards the end of the eighteenth century, together with the secondary plot conducted under cover of the main preoccupation of the central European Powers by Russian ambition and intrigue. The regeneration of France and the dismemberment of Poland—these, with their accessories, are the themes that fill the ample volume. The causes that led to the overthrow of the old political and social order in France are traced fully and carefully. Mr. Willert reviews the principles that influenced the men of 1789 and 1793, and, in view of these, he essays to appreciate the part played by the French philosophers and other writers of the eighteenth century in preparing the way for the Revolution. What the philosophers did was to excite the fanatical fervour with which the people embraced the principle of individual freedom, and "it was because there is little that is original in their teaching that it was received with enthusiasm." "Even if we believe that the philosophers did not cause the Revolution, nor originate the ideas which determined the form it was to take," says Mr. Willert, "we must allow that they precipitated it by giving a definite shape to vague aspiration, by clearing away the obstacles which restrained the rapidly rising flood of discontent, by depriving those whose interests and position made them the defenders of the old order of all faith in the righteousness of their cause, and by inspiring the assailants with hope and enthusiasm." The political and social conditions that fostered revolutionary tendencies are set forth by Prof. Montague: a despotic central authority, arbitrary and capricious, ignorant and unsympathetic, enervating private

enterprise, voluntary association, and municipal energy; the corresponding weakness of such organizations as could be denominated local self-government; the multiplicity and confusion of laws and of tribunals; the close army system, with poor pay and hard usage; the close church system, embittering the inferior clergy and antagonizing the laity; a *noblesse* politically powerless, unpopular, disunited; a middle class intelligent, laborious, frugal, filling nearly all lucrative appointments and conducting the processes of industry and commerce, but practically excluded from political and municipal power, from the Army, the Navy, and the diplomatic service, and exasperated by constant and unintelligent official meddling; a peasantry partly comfortable, in great part "wretchedly poor and half-civilized," mostly leading "a very hard, pinched, insecure life," and all harassed by multiplied exactions, their condition being "undoubtedly a prime cause of the Revolution." "Among the varied influences which provoked the Revolution," says Mr. Henry Higgs, "vicious finance takes the first place"; and he describes concisely and pointedly the desperate situation—"chronic deficit, increasing public debt, increasing pressure upon the taxpayers, resulting in increasing exasperation, intensified by the unfairness of exemption." "In spite of the numerous reforms of Turgot and of Necker, the finances of France on the eve of the Revolution illustrate every possible defect." "The Revolution," writes Prof. Montague, "arose from the fact that the French people had entirely overgrown its institutions and must find new ones if its growth were not to cease." The whole investigation of the causes of the upheaval is sober and penetrating.

The decision of the Third Estate to assume the character and title of the National Assembly brought all parties to their bearings: the Revolution was begun. The action of the successive groups in power is fully and carefully described, with a steady regard to cause and effect: "society seems to be resolved into its elements, and the fortunes of the nation to depend on the caprice and idiosyncrasies of a few chance-selected men." The view, though concise, is luminous and ample for a general survey, and the names of the various writers guarantee its consistency with the latest accessible information. The outside European world, alarmed at the anarchy and terrorism developed in the struggle, begins to intervene. "France reacts to hostile pressure; institutions are extemporized in the midst of foreign and civil war; the organic unity of the French nation asserts itself; order succeeds to anarchy, fixed aims to vague aspirations, and wars of conquest follow wars of self-preservation." Mr. Oscar Browning describes effectively the foreign policy of Pitt down to the outbreak of war with France. Prof. Lodge traces the policy of the European Powers in Eastern affairs, especially the aggressive projects of Russia against Sweden, Poland, and Turkey, and the luckless efforts of Austria under Joseph II., notably in the Netherlands; and at a later point he narrates the successive partitions and the final extinction of Poland. The General War is chronicled by Mr. R. P. Dunn-Pattison, the Naval War by Mr. H. W. Wilson, and the early campaigns of Bonaparte (in Italy and Egypt) by Dr. Holland Rose. Final chapters summarize Revolutionary Finance (Mr. Higgs), French Law in the age of the Revolution (Prof. Paul Viollet), and the Influence of the Revolutionary Ideas in the principal Countries of Europe. The treatment throughout is comprehensive and thoroughly competent, and the appended bibliography and index are extremely serviceable.

(2) The ninth volume covers the period from the Consulate to the Congress of Vienna.

No other period in modern history [say the editors in their preface], no other historical period, it may be said, except those of Alexander the Great, of Julius Caesar, and of Charlemagne, was so completely dominated by a single personality. The ages of Charles the Fifth and of Louis the Fourteenth may in some respects be compared with that of Napoleon; but in neither was the personal influence of the sovereign so overpowering; in neither was the supremacy of the State or group of States under his immediate control so extensive or so decided.

The editors have surmounted with considerable, if not complete, success the difficulty of presenting in the best order situations so complex, and of selecting from material so profuse. The volume is divided into twenty-four chapters, distributed among sixteen writers. There is a good deal of overlapping, but none of a really harmful kind, and the remarkable freedom from discrepancy must be counted a proof of the success of the editors in reaching the aims and standards they

have prescribed for themselves. The volume opens with a chapter on the Consulate, by Prof. Pariset, of Nancy, who also contributes, in the fifth chapter, an account of the domestic affairs of France for the years 1804-1814. Taken together these two chapters form a very useful and natural introduction to the great European contest. Prof. Pariset is clear and readable. His first chapter is, perhaps, the more solid; his second the more interesting, though one would have wished a more thorough discussion of some of the topics it treats of, especially of the literary and philosophical movement that marked the period. This is more important than furniture and fashions. But Prof. Pariset suffers from lack of space, and we have nothing but praise for his compact account of the machinery of Government, the finance, the army, the economic conditions, the University and scheme of education, and the varied activities of that enlightened and impetuous despotism.

The second and third chapters deal respectively with Paul I. and the Armed Neutrality, and the Italian and German Wars; bringing the general narrative down to the Treaty of Amiens. Colonel Lloyd is responsible for two chapters on the Wars of the Second Coalition; General Kerin for the story of the 1809 campaigns; Prof. Stschepkin, of Odessa, for the Russian campaign of 1812; and Prof. von Pflugk-Hartung contributes a long and careful chapter on the War of Liberation. The account of the Peninsular War and the campaign of 1815 falls, as one would expect, to Prof. Oman, whose vivid style and sense of proportion make him more successful than his fellow-scholars to whom similar work is assigned. A single chapter is devoted to the Naval History from 1803 to 1815. Mr. Wilson's work has considerable merit, but at parts he overcrowds his canvas, and the inspiration of his subject scarcely saves him from some entanglement in details. Dr. Rose's chapter on the Continental System is a distinctly valuable piece of work, and more satisfactory in point of fullness than the article printed in his recent volume of "Napoleonic Studies." Dr. Rose is not burdened by the great amount of his information. His discussion of this central factor in Napoleon's policy—this amazing attempt to dragoon industry and commerce on so vast a scale—is exceedingly clear and well arranged.

State after State was flung into the crucible of his mighty experiment; yet the looked-for result never came. Finally, in his constant straining after the one final expedient that must assure the ruin of England, he came to the death-grapple with Russia. It is difficult to believe that this was the man who, in other domains of thought, sneered at *idologues*. He himself was the chief *idologue*, the supreme dupe, of the age. As he looked round on the Europe of his day, he took no count of the mighty forces of the industrial revolution that were then girding England with the strength of youth and were connecting all parts of the world by indissoluble ties: what he beheld was a mirage conjured up by his vivid fancy and boundless egotism.

The relations of Napoleon with the Papacy are dealt with in an earlier chapter. The story is told with some sense of its dramatic force, and Mr. Wickham-Legg's concluding paragraphs are very good.

We have little doubt that Mr. H. A. L. Fisher's work will be read with greater pleasure, and no less profit, than any other parts of this volume. In spite of the dry and technical nature of the subject, the chapter on the Legal Codes is attractive as well as sound; and these features mark all Mr. Fisher's work. There is width of outlook, and a style at once pointed and dignified. We had marked for quotation a passage from the chapter on the French Dependencies, sketching the ideal of colonial administration, but must content ourselves with a briefer specimen.

The Illyrian provinces were valuable, whether they were considered as a military march, or as a pawn in the game of diplomatic exchanges. The climate was delicious, the scenery romantic; and in the olive-gardens and vineyards of the coast the French were reminded of their beloved Provence. Yet Illyria was for the most part in a half-barbarous condition, without roads, without schools, without posts, plagued with brigands, and neglectful of the arts of agriculture and forestry. The woods which formerly clothed the Dalmatian mountains had been wilfully destroyed by the inhabitants in order that they might escape the burden of supplying timber to the Venetian navy; and the upland population, though splendid in physique and valorous in temper, was poor, superstitious, and paralysed into economic inertia by the raids of Turkish and Albanian brigands. In the interior there were still traces of archaic communism: justice and administration were alike venal, and, but for the active ministrations of the Franciscan

missionaries, the rural population would have been left in outer darkness.

This is concise—it could scarcely take up less room. Yet it is a picture whose light and colour come as a pleasant relief after many dry and difficult pages. We would gladly quote more from Mr. Fisher if space allowed, especially his admirable sketch of Louis XVIII. in his chapter on the First Restoration. What can a man know of history if he does not understand the character of eminent personages? And, if he does know their character, is anything more important than that he should explain it to his readers? Political history without these depictions is worse than a narrative of military operations without maps—of which none are allowed in this volume. We are grateful for Mr. Fisher's chapter at the end of the volume. Avoiding, as we suppose he must, any long estimate of the character and work of Napoleon, Mr. Fisher has with great skill gathered up their general features by the allusive method of placing in contrast to the actual that identical description of his aims which Napoleon made the fruit of his exile.

We do not conceal the fact that it is chiefly Mr. Fisher's work that reconciles us to this volume, and has enabled us to cut the leaves of the bibliography of 120 pages. We would not imply any lack of appreciation of the conscientious work to which other parts of the book testify, nor would we suggest any lack of respect for the judgment of the editors, who deprecate in their preface the idea that "a work of this nature should add to the number" of the judgments upon Napoleon's character, or the estimates of his work. "Our task," they say, "is rather to lay before our readers an impartial survey of the facts on which any fair conclusion must rest." At the same time the limitations of "a work of this kind," even in fulfilling that function, must be clearly recognized. It is a repertory rich in "facts," a compendium of solid information—but not a history. And the sections for which most readers will be grateful are of the nature of monographs, to which the individual specialist has brought his own vivid interest, and which he has lightened with some power and ease of style. With the progress of historical research we may expect not only calendars of MS. collections, biographies, and monographs, but also series, of which the "Cambridge Modern History" is at present in England the grand type, the product of much co-operation, offering the reader the results of the latest inquiry. We shall be fortunate if all such work attains the standard of the "Cambridge History"; but, unfortunate if, by subjection to an unreal standard of lifeless impartiality, mistaking a stage for the true end, and blinded by the attractions of a temporary fashion, it usurps the place of work that is more artistic and complete, and insinuates the belief that what is so rapidly becoming old-fashioned is no longer to be expected, or even desired, because it is no longer possible.

Was it not Lord Acton himself who said that a history written by a great man was all the better for the impress upon it of the author's individuality? That it excludes this individual impress is one of the great weaknesses of the "Cambridge History." It is sometimes too near the lapse into being only a magnified "text-book": just as the man who never adds other tastes to an honourable, and even enviable, appetite for facts is no more than a schoolboy, overgrown and a source of disturbance and perplexity to ordinary people. We can never afford to forget that it is by the judgment of the general intelligent mind, expressed in its interest, that historical work stands or falls. A narrative overcrowded with dry details, however accurate their relation, an exposition which fails to catch the spirit of the past, and is above any appeal to the imagination of the present—these may meet so far the temporary requirements of the student, but they cannot live: they have never been alive. From this point of view, many chapters of this history must appear of restricted value—one in particular. In the present volume, that by Mr. Gooch on Great Britain and Ireland, 1792-1815, cannot be read with satisfaction. Granted that it was wise to attempt something in so short a space, Mr. Gooch should have been content to be less "informing." Frankly, it may be doubted if work of this kind has any value of a genuine kind at all. History must not be modelled on a text-book of anatomy.

The subscriber to this series will know what to expect when he receives this volume. He will expect, and not in vain, much solid food in these 770 pages. He will read many of them with pleasure; he will venerate the bibliography (which is conveniently ordered into sections); but he will be very sensible of

relief when, at the close of many a chapter, the author, as his head clears the press of facts, "lets himself go" for a paragraph or two of generalization and reflection. And he will be inclined to ask himself whether he would not be more willing to read two or three times the amount, if it meant ease instead of construction, artistic presentation, valuable reflection, and a more vivid sense of reality.

Sir Joshua Fitch: an Account of his Life and Work.

By A. L. LILLEY. (7s. 6d. net. Edward Arnold.)

This memoir would not at all have satisfied George Eliot's Mrs. Linnet. That omnivorous gleaner of biographies would have searched in vain for infectious maladies or death-bed scenes, and found no refreshment by the way in the shape of "pony-chaise" or "plum-pudding." The fault, if it is a fault, lies partly in the biographer and partly in the subject. The biographer knew Fitch personally only for the last three years of his life; and his whole life was, in a sense, uneventful—the course of a smooth and ever broadening Midland river, with no by-channels or falls or cataracts; "vita uno tenore feliciter acta."

"I have tried," Mr. Lilley tells us in the preface, "to make a too little considered, but highly important, fragment of our national history tell the story of a man who was himself a chief part of it." The sentence is not happily worded, but the meaning is clear. What the writer intends is to show the part that Fitch played in the various educational reforms that mark the later half of the nineteenth century. The work so planned has been well executed. Central control through the Inspectorate; the various Commissions and Inquiries, beginning with the Taunton Schools Inquiry Commission of 1865; University reform, culminating in the new charter for a teaching University for London; University Extension and the foundation of local University colleges: the reform of women's education, beginning with the Girls' Public Day School Company and the admission of women to University examinations, followed by the founding of women's colleges at Cambridge and Oxford; the comparative study of education, as exemplified by Fitch's professional visits to France, Belgium, and the United States—all these subjects (and we might extend the list) are treated with masterly conciseness. In all these movements Fitch played the part of "guide, philosopher, and friend"—we cannot avoid employing a tag which in this case so exactly fits the man. Fitch is, indeed, the central figure of the panorama; yet we cannot help feeling that he is presented rather as a spiritual force than as a bodily presence. He is the King Arthur of the "Idylls," not of Malory. We are told what he did and thought, but we rarely get at close grips or hear his very words. There is but one letter in the whole volume.

It is at crises like the present that we miss "his controlled enthusiasm, his moderating temper, his shrewd and penetrating judgment," as the biographer well sums up his distinctive qualities, and we naturally seek to divine what would have been his pronouncement on the controversy of to-day. One quotation that we gave in our last number affords some indication, and we will add another. Writing of the Wesleyan schools of his Yorkshire district, he observes:

It is too commonly assumed by public speakers and writers who know little of the interior of a school that every place of primary instruction must be distinctly sectarian and teach a special creed, or be absolutely secular and non-religious; but I take leave to testify that the schools which fall under my inspection are neither one nor the other. They are, almost without exception, essentially Christian schools, in which the Scriptures are read and accepted as the rule of life, but in which no attempt is made to dogmatize or to fix the conviction of young children on those points on which Christian people differ from each other.

The two passages (and similar ones might be added) prove, at least, that Fitch would have welcomed the main provisions of the Bill; but we cannot, on the strength of this, claim him as a whole-hearted supporter. In the very next paragraph he states as his opinion that this religious atmosphere had been achieved by the care taken in selecting religious teachers, and adds that no religious atmosphere could be gained in any other way. The conditions of the problem have wholly changed since Fitch wrote this report, and it may well be argued that the appointment of teachers by public and non-religious bodies is irreconcilable with this apophthegm. On one point that we have frequently pressed we are glad to quote his authority—

religious teaching, if it is to be of any effect, must be given by teachers—by the regular staff, not by amateur outsiders.

The best tribute we can pay to the memoir is to say that it leaves us unsatisfied—that we ask for more. There is still room for a supplementary volume of remains. It would contain extracts from the numerous articles that Fitch contributed to the reviews and magazines, from his reports to the Education Department, from his unsigned minutes and memoranda, and from his unpublished lectures on art and literature. To this might be added some appreciation of his larger works—in particular, of his Cambridge lectures. Fitch was an eclectic, and he propounded no new philosophy of education; but he had a singularly attractive style—simple, unaffected, and rhythmical—and much of his unpublished work deserves to be known. We all remember his golden saying: "Teaching is the noblest of professions and the sorriest of trades."

T. Macci Plauti Comœdiæ, I. Edited by Prof. W. M. LINDSAY, of St. Andrews. (Clarendon Press.)

Plautus is probably less read than he deserves: however great his debt may be to the Greek of Diphilus and others, he is undoubtedly something of a poet and a good deal of a wit. Compared with him, Terence is little more than an elegant shadow. Prof. Lindsay's "Præfatio" is, as we should all expect, a piece of excellent Latinity, and its footnotes—especially "2" on the third page, "4" on the fifth, and "9" on pages 9 and 10—are most profitable (why, we wonder, is the *numeration* of these pages omitted?). In accordance with the law of the whole series the footnotes to the actual plays are purely textual, indicating differences of reading. It is, we suppose, too late to protest against the purely alphabetic order of the plays being preferred. Their chronological order is probably unascertainable; but it would greatly add to general convenience, and especially to that of studious youth, if the plays recognized as most presentable and best were put into the same volume. As it is, the cleanness of all the plays, the "Captivi," is sandwiched between the "Bacchides" and the "Carina"; while the "Rudens" and the "Trinummus" will drift, in Vol. II., into close neighbourhood with the "Pseudolus" and the "Truculentus"—"habent sua fata libelli"—but the alphabetic fates are very unkind to Plautus: the result is analogous to an edition of Shakespeare which should thrust together "The Tempest," "Timon of Athens," "Titus Andronicus," "Troilus and Cressida," and "Twelfth Night." For the chronological order almost any consideration should be sacrificed—for the alphabetic order none. But probably Prof. Lindsay had no choice in the matter. The print and paper with which in this series the Clarendon Press are familiarizing us are excellent. Probably few students of Plautus make much study of his metres; but here too the editor is not found wanting, but supplies a "schema metrorum" at the end.

Florilegium Tironis Græcum. By RONALD M. BURROWS and W. C. FLAMSTED WALTERS. (Macmillan.)

Mr. Burrows, from the Greek Chair at Cardiff, and Mr. Walters, from the Classical Professorship at King's College, London, have made an attempt to put together a book of passages for unseen translation from the Greek, which is a little more ambitious than the ordinary compilations. They have in view *literary interest*, which no doubt is very little encouraged by the ordinary collections of unseen passages, which are for the most part disconnected snippets of various writers, totally without coherence or consecutive interest. To put their plan into the concrete, it is that a boy, reading with preparation (say) a book of the "Iliad," should do unseens from Homer at large, so as "to form a conception of the general outline of the 'Iliad' and 'Odyssey.'" In other words, they aim at getting the student to see his author, not a circumscribed "book" of his author. They see, in fact, what is slowly dawning both on the friends and the foes of Greek, that the study of a language lives by its interesting matter, not by its grammatical peculiarities or its traditional dignity. They say (Preface, page vi, *note*) that "our volume of selections should not be used as a substitute for set books, but as auxiliary to them." They have, therefore, like "bold, bad men," omitted, wherever necessary, lines and phrases, . . . occasionally adopted the *facillima lectio* without regard to the weight of evidence, and, in a few cases, preferred making some slight simplification in an important piece to omitting it altogether." The verse selections have been made by Prof. Burrows, the prose by Prof. Walters, each, however, standing sponsor for the other. The result is that the book leads off with 84 passages from the "Iliad" and "Odyssey," about 25 from Aeschylus, 28 from Sophocles, 52 from Euripides, 15 from Aristophanes. Herodotus is represented by 23, Thucydides by 34, Xenophon by 40, Plato by 33—the remaining 64 are divided between Demosthenes, Aeschines, and Lucian. To us the plan seems admirable; the pity is that it cannot be used, we suppose, as compulsory on classical masters as well as on boys. Greek loses enormously by being so widely taught by persons whose main knowledge of Greek has receded to the study of Xenophon and the New

Testament, with a few scraps of Euripides. We are not apprised of the cost of the book: it is so well got up that we are afraid it cannot be as cheap as would be desirable.

"University Tutorial Series."—*Practical Physics.* By W. R. BOWER, A.R.C.S., and J. SATTERLY, B.Sc., A.R.C.S.

This book is intended for students who have matriculated, but it is assumed that they have done no practical work, and consequently aims at being a complete elementary manual. A distinctive feature of the book is a "Home Course" in which the experiments can be performed with inexpensive apparatus, and the descriptions are so clearly given that an intelligent student should have no difficulty in carrying them out, and would thus be able to obtain a preliminary training in practical work at home at a small cost. The book is divided into five sections—Mechanical Quantities, Heat, Sound, Light, Magnetism and Electricity. Part I. is devoted to the usual measurements of fundamental physical quantities; but we note in §70 no mention is made of the pressure of aqueous vapour where the volume of a gas, standing over water, is corrected for temperature and pressure. Part II. is divided into two sections, the one dealing with thermometers and expansion, and the other with calorimetry. The expansion of liquids and gases is very fully treated, but no experimental method of determining the coefficient of linear expansion of a solid is introduced. The fifteen pages allotted to Sound contain an interesting series of experiments, and a student after working through these should have obtained a useful knowledge of this subject. The place of electrolysis in the course has allowed of the early introduction of a simple demonstration of Ohm's law. Galvanometers are treated in a satisfactory manner, and attention is directed in the subsequent work to the kind of galvanometer which should be used for the various experiments. We are glad to see that great stress is laid on graphical work throughout the book. There is a misprint on page 348, where the numerator of the fraction should be $(R_2 \tan D_2 - R_1 \tan D_1)$, and again on page 349, where the numerator should be $(R_2 A_2 - R_1 A_1)$.

Practical Exercises in Chemistry. By G. C. DONINGTON, M.A. (Macmillan.)

This is a systematic and progressive course of practical work in which an attempt is made "to secure the advantages of modern research methods of study and yet to recognize the actual conditions of class teaching in school laboratories," and includes all the subjects in the syllabus in Chemistry for the London Matriculation Examination. The first chapters deal with those physical measurements which it is necessary for a student to understand before proceeding to the systematic study of chemistry. The course includes a very complete investigation of the chemical and physical properties of air, water, and chalk, and a useful chapter is devoted to the commoner organic substances. The directions for carrying out the experiments are clearly given, and questions direct attention to salient points. Additional exercises, which will be found useful for keeping the more rapid workers employed, are added at the end of each chapter. A satisfactory feature of the book is the printing in italics of the precautions which must be taken in handling certain substances.

Boy and Girl—should they be educated together? By "VIVIAN GREY" and EDWARD S. TYLER. (1s. net. Simpkin, Marshall.)

The authors' names are sufficient warrant that the vexed question of co-education will be treated discreetly and soberly. The conclusion reached is that the school of the future will be co-educative; but it is distinctly laid down that the common life does not necessarily imply identity of teaching for the two sexes. We must not expect, in an essay that may be read in a short hour, an exhaustive or comprehensive treatment; and we have, in fact, the reflections suggested by the observation of two or three experimental schools that have recently been started in England. The success of these is clearly established and deserves to be better known; but we feel that it is too narrow a basis to carry the broad generalizations of the authors. We need to distinguish day schools and boarding schools, town and country, social conditions, and other factors which are here entirely ignored. Moreover, on some matters of fact we join issue. Is it a fact that it was the example of America that first led to the experiment of the mixed system in England? It had prevailed in Scotland since the time of John Knox, and we doubt whether America had much to do with its adoption in the intermediate schools of Wales. Again, it is going too far to say that "co-education in America has been an unqualified success." That is not the report brought back by the Mosely Commissioners. Mr. Fletcher, who summed up dispassionately the *pros* and *cons*, stated that the leading educational authorities of America were divided in opinion and that there was a marked reaction against its universal adoption. Dr. Stanley Hall's grave indictment of mixed colleges should not be ignored even in an essay. Again, it is notorious that the mixed classes for pupil-teachers in London and other great cities have led to grave moral evils. We should be sorry to leave the impression that we are opposed to co-education. We welcome and endorse nearly all the arguments here adduced in its favour. We have, however, felt bound to point out that there is another side to the ques-

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tion; and we cannot accept the authors' view that separate schools are a relic of the Dark Ages, a survival of clericalism. Would they not in that case have disappeared from France?

Five Thousand Words frequently misspelt. By W. SWAN SONNENSCHN. (1s. net. Routledge.)

A very convenient little volume which all half-educated, and most educated, men and women will be glad to have at hand. Who does not now and again hesitate about a spelling? And the woman who hesitates is always, the man generally, lost. It is a radical mistake, from a pedagogic point of view, to incorporate wrong spellings in the text; and for the general reader it would be sufficient to indicate common errors under the word correctly spelt. Again, much space might be saved by disposing at starting of such vexed questions as *-ise* or *-ize*, or *-our*. We have noted a few omissions and oversights. "Reverent" should be recognized as well as "Reverend"; "sanitarium" as well as "sanatorium" (*vide* Mill's "Logic"). "Rime" should at least be admitted as an alternative to "rhyme." "Tiro," the only correct Latin spelling, should surely be preferred to "tyro." "Moral," the substantive, is not given, and it would seem as if the vulgar error "morale" were countenanced.

Anthology of French Poetry from the time of Froissart up to the beginning of the present Century. Compiled by FREDERICK LAWTON. (1s. 6d. net. Swan Sonnenschein.)

Mr. Lawton has taken a wide range. Over two hundred and fifty poets are represented, and of these (let us make a clean breast) three-fourths were unknown to us even by name. We cannot honestly say that the selections have stimulated us to enlarge our acquaintance. Lamartine and Victor Hugo are allotted each three short poems, and a few others have two; but one apiece is the rule. English is infinitely richer in poets than French, but an English anthology framed on these lines would give the foreigner a poor notion of English poetry. Difficulties of copyright have excluded Coppée, Sully Prudhomme, and Hérédia (here robbed of his accents); but why are Clément Marot, Leconte de Lisle, Dupont (we take at random three familiar names) wholly unrepresented? "One or two writers of other than French nationality have been put to contribution." We raise no objection (except to the slipshod English), but we do object to second-rate translations, as of Byron's "Dying Gladiator" and Goethe's "King in Thule." It is also a mistake to attempt to treat of French prosody in a couple of pages; and the information that *physiologie* and *préalable-*

ment are accentuated on the antepenultimate is not of much assistance towards the appreciation of French poetry.

The Bible and the Christian Life. By WALTER LOCK, D.D. (6s. Methuen.)

All that the Warden of Keble writes is worth attention, and we welcome this collection of papers, essays, and sermons which vary widely in scope and treatment, but are all connected more or less closely with Biblical inspiration. To us the exegetical portions appeal most strongly—for instance, the study of the prologue to St. John's Gospel and the sermon on Joseph. At times we are conscious of the special pleader, as in the discussion of the morality of the Old Testament. As we read the apology for the justification of Jael's cold-blooded murder we cannot help reflecting how far it fails to meet the indictment of a recent article of the *Hibbert Journal*. The suggested analogy of heathen divination through the sounds of animals may illustrate, but it cannot confirm, "the fact that God speaks to Balaam through an animal." Can it be truly said that science has adopted from Christianity the idea of natural selection? We merely note, without discussing, some of the *aporiai* which the volume raises.

Qualitative Chemical Analysis, Organic and Inorganic. By F. MOLLWO PERKIN. Third Impression. Second Edition. (4s. Longmans.)

The first edition of this excellent manual of qualitative analysis was the subject of a notice in these columns a few years ago. Since then it has undergone revision, and some few additions have been made, but the general plan remains unaltered. The theory of the various tests is always carefully explained, so that no excuse for unintelligent test-tubing exists. It is a good text-book for students who are working for such an examination as the Preliminary Scientific of the University of London.

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(Continued on page 464.)

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THE BILL ONCE MORE.

AS we write the Education Bill is in the trough of the wave, and candid friends, like the *Times*, are advising the Government to abandon the old ship as water-logged, and make a fresh start with a new craft—how it is to be rigged they do not tell us. Mr. Chamberlain, bolder than the *Times*, has a scheme of his own—or, rather, two schemes—which he offers as alternatives. There is the secular scheme, which he himself prefers, but which he sees is not practical politics. Then there is the concurrent endowment scheme, by which the State will concern itself only with secular education, but grant facilities for religious teaching to all denominations alike. Such a proposal is to us, as teachers, even more objectionable than the purely secular scheme. Not only would it cut off the teachers from all religious instruction—otherwise there would be no valid abolition of tests, and to this point Mr. Chamberlain is committed—but also it gives the entry to a crowd of amateurs for whose teaching capacity there can be no guarantee. Nothing is easier than destructive criticism and nothing is harder than to construct.

Mr. Balfour was put forward as the chief speaker at the meeting of the Church Defence and Instruction Committee, and we may take him as a representative of moderate Churchmen. He still holds that Cowper-Temple religion is better than no religion at all, but at the same time he denounces the "gross unfairness" of the Bill which refuses equal rights and privileges to definite Church teaching. He agrees with the Romanists that "a child should be brought up from the very first with a consciousness of his membership of a definite communion," and he points out very truly how this denominational atmosphere may be, and is in Sunday schools, secured without any insistence on controversial points of dogma. But this denominational atmosphere depends entirely on the teachers, and, as Mr. Balfour insisted in introducing the 1902 Bill, it is therefore essential that the appointment of the teachers should be left with the managers.

The problem thus presented is insoluble. The first clause of the Bill, carried by an overwhelming majority which, there is no disputing, represents the voice of the nation, affirms the public control of public schools, and consequently of the teaching staff. Any concessions as to the appointment or employment

of teachers are obviously violations of this principle, and it is open at any point to opponents of the Bill to denounce their illogicality, and when an inch is given to demand an ell.

We have taken Mr. Balfour as representing the right-centre—the reasonable opponents of the Bill; and, could Mr. Balfour and Mr. Birrell be deputed by their respective parties to arrange their differences, with, let us say, Sir Edward Fry to arbitrate, we have no doubt that they would arrive at a working compromise. But when we read the speeches of extreme Anglicans on the one side, and of extreme Free Churchmen on the other, we confess we are driven to despair. Thus the Bishop of St. Asaph tells us in one breath that Churchmen are not opposed in principle to public control of schools and abolition of tests for teachers, and that “this Bill is worse than naked secularism.” In the other camp Mr. Hirst Hollowell denounces Clause 4, amended or not amended, in terms that would have approved themselves to the Rev. Gabriel Kettledrumlie.

With the several clauses of the Bill, as far as it has been debated, we have dealt in “Occasional Notes,” and all we here attempt is to reaffirm certain guiding principles which, in our judgment, have emerged more clearly from the discussion.

First and foremost, the whole discussion on dogmatic teaching has been proved a mere logomachy, a quarrel about the Emperor’s beard. A correspondent of the *Times*, who signed himself “Inquirer,” but did not attempt to conceal his identity, has told us his experience of secondary schools, both as a pupil and a governor. In these, whether they call themselves Church schools or are by statutes undenominational, there is virtually no dogmatic teaching. A Scripture lesson is given once or twice a week. Pupils never avail themselves of the conscience clause, and parents (the very parents who are loudest in their denunciation of this godless Bill) are perfectly content. Is not the sauce for the secondary goose good enough for the secondary gander?

Take, again, the teachers. It is argued that under the Bill either there will be no religious teachers at all or they will teach what they do not believe. Has that been the experience of the London School Board or its successor, the County Council? Any teacher in its employ can claim exemption from giving religious instruction; but so rarely has this privilege been exercised that the general public are unaware of its existence.

Thirdly, it is clear to us that religious instruction must be given in the prescribed school hours, or the “facilities,” however wide and liberal, will prove a farce. In this particular the Bill must be amended. At a famous public school a lecture was once announced, attendance at which was voluntary. The notice was conveyed to his house by one of the masters in this form: “There will be, to-night, a lecture in Big School, at which attendance is voluntary. Those who prefer not to go will attend in pupil-room, and I will read to them the Church of England Burial Service from 8 to 10 o’clock.” This is the right line to take with children.

Lastly, the debate has revealed the absurdity of denouncing the Bill *in toto*, as though it were a deliberate attempt to ignore the interests of religion, and, in particular, to rob and ruin the Established Church. They manage these things differently in France; and Mr. Birrell’s difficulties have arisen from his endeavours by all means in his power, consistent with the principle of public control, to conciliate the Church. He reminds us, indeed, of the middle-aged man of La Fontaine’s “Fables”; and between the grey-haired widow and the dark-haired spinster it will need all his wit to preserve his own iron-grey locks.

THE POLITICS OF GIRLS’ HIGH SCHOOLS.*

By F. GADESSEN.

WITH a definition of what is meant in educational politics by a “secondary school” we are for the moment, happily, not concerned, but there can be little doubt that all who are assembled here will agree that one, at any rate, of the finest and most valued characteristics of public secondary schools, as we have known them, is that freedom from unnecessary official control, from hampering and harassing con-

ditions in the conduct of our business, as educators, which gives free play to initiative and is the open gate to progress in its widest and best sense.

The year which is covered by the report which is in your hands has been full of interesting and important work and developments; and the agenda for the Conference bring before you for discussion and resolution some of the most important questions which have been under the consideration of the Executive Committee, and the solution of which will greatly influence our work in and for public secondary schools.

State Grants.

Behind them all, or nearly all, lies the new factor in educational politics, viz., the grants of public money for secondary education, with its just and necessary accompaniment of a measure of public control. To what extent the traditions which we so greatly value of variety in the type of schools, and of freedom and elasticity in their government and curriculum, will be influenced by this lies in the future.

A certain measure of unrest and anxiety is inevitable in all times of transition. But we can be grateful, at any rate, for the fact that secondary education is no longer the Cinderella of education, and that its importance to the individual and to the nation is recognized by statesmen and the man in the street, as well as by those who are immediately concerned with it. And we can be grateful, too, for the wide and liberal view of the obligations to the schools and to the teachers which is taken by so many of those who, in the new order of things, share the responsibility for them, and which has resulted in the recognition on a generous and more adequate scale than in the past of the value to the community of the teachers’ time and work. The improvement in the scale of salaries of assistant mistresses in the schools of the London County Council and some other Local Authorities is, I am sure, the cause of satisfaction to us all.

Inspection.

I have referred to the measure of public control which must follow the grant of public money. This public control is, of course, exercised partly in and through inspection; and, while we may agree that, quite apart from other considerations, inspection on the right lines is a help to efficiency, and is therefore to be welcomed, there is a danger which we cannot ignore in over-inspection, or inspection of a type which may be destructive to those forces of individuality and originality which it should be the purpose of the nation to foster and reward in every department of thought and action. The Board of Education desire, and we all desire, to raise the national education as a whole, and therefore I would point out that what the country needs is not so much that a comparatively few schools shall be highly efficient as that all schools shall be fairly so. But so long as any school which does not ask for grant can be as bad as it pleases the level cannot be raised and no real national efficiency can be reached.

Therefore let us have certain broad conditions to which all secondary schools must conform, and outside these conditions the most complete elasticity. I venture to think that the following provisions would secure all that is needed:—(1) No school of, say, more than five pupils to be carried on without a licence—this irrespective of grants. (2) This licence to be granted by the Board of Education on their Inspectors being satisfied on the following points: (a) That, as to sanitary conditions and buildings, class-rooms, play-grounds, &c., are adequate in size and satisfactory in equipment; (b) that at least two-thirds of the staff are on the Teachers’ Register—we will call it the Government Register for the moment; (c) that each member of the staff receives a salary of which the minimum should be fixed by the Board of Education. That is all.

All schools would thus reach a certain degree of efficiency. Anything beyond this would be the result of the individual capacity of the teachers. The stimulus to effort and initiative would remain, and the recognition of a school would not depend, as it may easily do under the present plan, on the idiosyncrasies of inspectors.

A licence given to a factory does not depend on the inspector’s estimate of the amount or quality of the work done there or on the methods by which it is attained. Neither should a licence for a school depend on the personal views of an inspector, on the arrangement of the time-table, or on the methods of teaching of English or mathematics or drawing.

The objections to such a simple scheme are obvious: it

* Presidential Address to the Association of Head Mistresses, June 8, 1906.

would severely limit the number of inspectors, and there would be no need for the spending of much public money by a Department. Protest also to it might rise up from those schools which, being wealthy from high fees or large endowments, would wish to remain a law unto themselves.

Compulsory Afternoon School.

The question whether we shall, in the interests of the pupils and of the teachers, preserve the freedom of the afternoon—at any rate, in neighbourhoods where it is desired and appreciated by all concerned, including the parents—is of first-rate importance. The ominous and rather misleading words in the preface to the Regulations for Secondary Schools—

The Board, however, desire to lay emphasis on a point which is sometimes lost sight of. The exigencies of a time-table in which practically the whole of the regular instruction is confined to the mornings may lead to over-pressure of a particularly dangerous kind, either by lengthening the morning meeting unduly or by trying to do too much in it. The intensive method of teaching, while it is a desirable change from the somewhat indolent methods of past times, may be carried too far; and the strain upon scholars kept at full tension for a whole morning (especially if the morning meeting exceeds three hours in length) is probably more severe than the strain of a longer school day taken at less pressure. It is very doubtful whether in any circumstances a school meeting lasting longer than three hours is desirable, or even ultimately economical; and this limit, in the Board's view, ought not in ordinary circumstances to be exceeded for any school meeting—

the fact also that some individual members of the Board of Education and some Inspectors are known to hold strong views—prejudiced views as some of us think—on the subject are warnings that we cannot neglect.

We who are living in the schools can, at any rate, speak from intimate and first-hand knowledge of what the schools require, and what will be to the greatest advantage of the pupils and the teachers. For myself, I say without any hesitation that the advantages of the free afternoon for work and subjects outside the ordinary school curriculum, for school games and home occupations and duties, far outweigh any possible over-fatigue from the morning's session of four hours, with its intervals between lessons for physical exercises and recreation and its proper arrangement of subjects; whereby the end of the morning is given to those which make the least demands upon the concentrated efforts of mind of the pupils. So far as my experience goes, the girl who will allow her mind to be kept at full tension for even one hour is rare, and the girl who will keep up so strenuous an attitude for four, or even three, is conspicuous by her absence from our schools.

The fact, also, that three hours and twenty minutes is the time given to actual teaching, and that this time includes such subjects as drawing, part-singing, and needlework, is too often forgotten or ignored.

The Register.

I do not wish to forestall the arguments which will be brought forward in the discussion which is to take place to-morrow morning, but it may not be thought out of place if I remind you that the idea of a Register to create an organized profession of teachers, and, *pari passu*, to improve secondary schools, was first brought before Parliament in 1869.

A Section of the Board of Education Act of 1899 provided that the Consultative Committee already appointed by an Order in Council should propose regulations for a Register of Teachers; but there was no clause of enforcement, and no suggestion of the means by which the keeping of the Register could be made obligatory on the Board of Education or any other body or Committee. The plan recommended by the Consultative Committee has been carried out by the Registration Council, and is that of the two Columns—A and B.

On Column A are supposed to be over eighty-five thousand teachers holding Government certificates. It is said that they are there automatically; but I believe the inclusion of a large number of them is legendary. Column A has not been kept by the Board of Education nor by the Registrar of the Registration Council.

On Column B there are about ten thousand teachers in secondary schools who have qualified for their inclusion by academic status, training, and service in a school of a particular type, and by the payment of a guinea. Of these ten thousand, as you will see in Mrs. Bryant's very interesting memorandum, 49·2 are men and 50·8 are women. The proportion between them is

scarcely worth considering. With the registration of teachers and the service clause there was necessarily combined the registration of schools.

Now, although we may criticize this plan of a double Register, with distinct qualifications, which took the place, we are told, of the Register, intended and expected by the clause in the Education Act of 1902, and there are many teachers in secondary schools who have cordially disliked it from the first; and, although the fact was continually borne in upon us that the dangerously low standard accepted for schools in some districts for admission to the Register of Schools tended to lower rather than raise the standard of efficiency and destroy the value of the hall-mark of registration, yet we were bound in fairness to remember that the conditions were of a temporary and tentative character, and that, when the years of probation should be at an end, there was good reason for expecting that they would become more stringent and uniform.

Intimately connected—at any rate, so far as women are concerned with the question of the registering—has gone that of training; and while we may, many of us, be quite convinced by temperament and experience that the right sort of training has yet to be found, we are, I think, as firmly convinced that the teacher requires to go through an apprenticeship and has to learn his trade quite as definitely and as thoroughly as the members of any other learned profession or occupation. Therefore we have used the advantage of a place on the Register as a means for urging those who left school or college to prepare for teaching by training. To many of these, and especially to University students, the summary destruction of the Register means serious injustice. It is not merely a question of the return of guineas paid to a State Department in all good faith, but of the time and expense at the end of a long, expensive University course with a view to complete the qualifications for a place on the roll-call of a profession instituted and kept by Government order.

Whatever its shortcomings, the Register has assuredly added largely to the number of trained teachers and has given an impetus to the professional feeling which we all here have tried to create and desire to encourage. The sudden announcement therefore that, while the Register was, so to speak, on its trial, it was to be abolished, and without any indication of anything to take its place, came like a bolt from the blue, and concern and astonishment have spread to all ranks of secondary teachers.

One more point with reference to the Register. The Board of Education desires to enforce training by and through its Regulations for 1906 and 1907, and it has been stated that in this way the influence of the Register will be replaced. The dangers which lie behind this are obvious. State Regulations cannot, even when accompanied by grants from State funds, have that living and stimulating influence on educational ideals which come from the realization and possession of a fine professional feeling. And the insistence that the State-aided schools must contain a certain proportion of trained teachers would surely result in a line being more and more clearly drawn between the schools which are subject to the State and those which are free: between the public school and the better type of private school and the profession, instead of uniting and consolidating, would split up into sections further and further apart. Of course, with universal compulsory inspection, this danger would be minimized or disappear.

Headship.

I will end, as I began, with a reference to the abiding importance of individual responsibility in school management. We may not wish to imitate the great Dr. Busby of Westminster School renown, who walked (so says the legend) when the King came to visit him in front of the King and with his hat on his head, lest any of his pupils should think there was a greater man on this earth or in his school than he; but all who value character and individuality and enterprise and who believe in the moving force of originality must stand for the independence and undivided responsibility of the head of the school as regards the business for which he is appointed, which is to organize and administer and educate.

It is satisfactory to know that this is the opinion of Mr. Birrell, and, with his most comforting words to all who may perhaps fear that in the multiplicity of authorities and regulations and inspections the shadow of the head of the school may

grow less or that the work which is essential to his calling may be overlooked, I will conclude :

Head masters [I am sure he includes head mistresses] must be allowed to be captains on their own quarter-decks. The success of a school depends on the character, energy, and skill of the head master, aided by his assistants. Local Authorities, once having chosen their head master, should stick to him, encourage him, support him, and let him have as much of his own way as possible. Let them not curtail his authority, nor restrict his influence, but support him generously.

MODERN LANGUAGE HOLIDAY COURSES, 1906.

*Compiled from information supplied by the Special Inquiries Office
of the Board of Education.*

The information is given in the following order :—Place, date, fees, and address of Secretary.

Germany and Austria.

GREIFSWALD.—July 9–28. 5–15 marks. For both sexes. Conversation Classes on modern methods. Prof. Dr. Bernheim, Ferienkurse, Greifswald.

JENA.—August 6–18. Entrance, 5 marks; 12 Lectures, 10 marks; 24 Conversation Classes, 30 marks. For both sexes. Renowned for its Course of Pedagogy. Frau Dr. Schnetger, Gartenstr. 2, Jena.

KÖNIGSBERG.—Date not yet fixed. 15 marks. Special Language Courses for Foreigners. Ferienkurse, Königsberg.

MARBURG.—First Course, July 9–28; Second Course, August 5–25. 40 marks for each Course, or for both 60 marks. Special German Courses (elementary and advanced): 3 weeks, 20 marks; 4 weeks, 30 marks. For both sexes. Conversation Classes; Preparatory Courses from Easter; Special German Courses. W. G. Lipscomb, Esq., Grammar School, Bolton, Lancs.

NEUWIED.—August 3–24. 42 marks. For both sexes. General Secretary, Teachers' Guild, 74 Gower Street, London, W.C.

SALZBURG.—September 1–15. Registration, 1 krone; membership, 5 kronen; entrance fee for a Course of 3–6 hours, 2 kronen, of 8–10 hours, 4 kronen. For University students and others. Lectures by University Professors. The Secretary, Local Committee for the University Vacation Courses, Salzburg.

Switzerland.

GENEVA.—July 16–August 28. 40 francs, and 6 francs for special Conversation Classes and correction of written work. Intended for advanced students of both sexes. M. Bernard Bouvier, Administrateur du Séminaire et des Cours de Vacances de Français Moderne à l'Université, Geneva.

LAUSANNE.—July 19–August 29. 40 francs. For both sexes. M. J. Bonnard, Avenue Davel 7, Lausanne.

NEUCHÂTEL.—First Course, July 16–August 11; Second Course, August 13–September 8. 30 francs for each Course, or for both 50 francs. For both sexes. Elementary and Advanced Courses. M. P. Dessoulavy, Académie de Neuchâtel.

BASLE.—No Course this year.

ZÜRICH.—Last fortnight in July. Particulars not yet to hand.

Spain.

SANTANDER.—August 4–25. £2. 2s. if name is entered before July 1; otherwise, £2. 5s. For both sexes. General Secretary, Teachers' Guild, 74 Gower Street, London, W.C.

France.

BESANÇON.—(a) Holiday Courses, July 10–November 15; (b) other Courses during the year, September 10 to the end of June. 30 francs, 1 month; 40 francs, 2 months. Lectures on Literary, Commercial, and Scientific Subjects. M. le Secrétaire de l'Université, 30 Rue Mégevand, Besançon.

DIJON.—(a) July 1–October 31 (Holiday Courses); (b) other Courses during the whole year. (a) 30 francs for first 6 weeks and 10 francs for each subsequent fortnight, or 60 francs for the 4 months. Examinations for University Certificates. M. Ch. Lambert, Professeur à l'Université, 10 Rue Berbisey, Dijon.

GRENOBLE.—Holiday Courses: July 1–October 31 (4–5 hours per day); other Courses during the whole year. 40 francs for the first 6 weeks and 10 for each subsequent fortnight, or 60 francs for the whole Course. Performance of Classical French Tragedy in the open air; Roman Theatre at Orange. M. Marcel Reymond, The University, Grenoble.

NANCY.—(a) During the academic year; (b) Holiday Courses, July 1–October 31. (a) 50 francs for the half year, 70 francs for the whole

year; (b) 40 francs for the first month, 10 francs for each following month—maximum, 60 francs. Preparation for Examinations of Alliance Française and University Certificates. M. Laurent, à l'Université, Nancy.

BOULOGNE-SUR-MER.—August 1–30. 40 francs for each Course. For both sexes. Classes: Elementary and Advanced. M. Borneque, Professeur à l'Université de Lille, 70 Rue de Turenne, Lille.

ST. SERVAN—ST. MALO.—August 2–29. £2 for the whole month; £1. 4s. for half the month. For both sexes. Examinations for Diplomas. M. Gohin, Professeur agrégé au Lycée de Rennes.

PARIS (1).—First Course, July 1–31; Second Course, August 1–31. 100 francs both Courses; 55 francs single Course. Elementary and Advanced Courses; Conversation Classes. M. le Secrétaire, l'Alliance Française, Boulevard St. Germain 186, Paris.

PARIS (2).—July 2–28, August 1–28, September 3–29. 75 francs for 1 month, 140 francs for 2 months, and 200 francs for 3 months. Use of Reading Room at International Guild for Students. The Secretary, Guilde Internationale, 6 Rue de la Sorbonne, Paris.

PARIS (3).—Christmas and Easter Holidays. Successive series of 8 Lessons: 12 francs each series. Preparatory to Summer Courses of the Alliance Française, &c. M. Louis Jadot, Université Hall, Boulevard St. Michel 95, Paris.

TOURS.—August 3–24. £2. 2s. if name is entered before July 1; otherwise, £2. 5s. For both sexes. General Secretary, Teachers' Guild, 74 Gower Street, London, W.C.

HONFLEUR.—August 3–30 (i.e., 20 days—5 days a week). £2. 2s. if name is entered before July 1; otherwise, £2. 5s. For both sexes. General Secretary, Teachers' Guild, 74 Gower Street, London, W.C.

BAYEUX AND GRANVILLE.—August 1–24. £2. 2s. Students allowed to go from Granville to Bayeux, and *vice versa*, without extra fee. For both sexes. Elementary and Advanced Classes. John A. Nichols, Esq., Stanley Mount, New Mills, Stockport.

CAEN.—Easter Holidays, July 2–31, August 1–30; other Courses during the whole year. £1 for 1 week; £1. 12s. 2; £2. 4s. 3; £3 for 1 month. Lectures by well known writers. Evening Courses and Conversation Circles. Walter Robins, Esq., St. Brelades, Preston Road, Leytonstone, N.E.

LISIEUX.—July 3–28, August 2–28; a Private Course during the whole year by M. Féquet. £1. 14s. Conversation Circles. J. Stott, Esq., Pulteney Grove, Bath.

VILLERVILLE-SUR-MER (near Trouville).—£2. 5s. For both sexes. Conversation Circles. M. L. Bascan, Professeur, Rue Caponière, Caen.

Programmes of most of these Courses may be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

CORRESPONDENCE.

"ENGLISH."

To the Editor of The Journal of Education.

SIR,—As an old teacher who has in his time looked over thousands of English essays I should like to endorse and to supplement Mr. R. T. Bodey's admirable letter in your last number.

That the vast majority of the pupils who have been educated in our public schools are unable to write English is an acknowledged fact. Even the Head Masters' Conference do not dispute the concurrent testimony of examiners and tutors and the evidence of the public press. There can be no doubt that the average educated Frenchman or German can express himself in his own tongue far better than the average Englishman can in his. Nor can this defect be ascribed to any peculiarity in the English tongue or the national character; for the Americans are not thus to seek.

The fault lies wholly with the teaching, not necessarily with the teachers themselves, who have rarely had a free hand and have been hampered by a traditional and inelastic curriculum.

Let me take a concrete instance which is typical and not imaginary. It is a classical school: the average age for admission is thirteen. For entrance boys are tested in Latin and French accident and arithmetic. For the first three or four years three fourths of their time is given to classics and mathematics, and all the English they get is an hour of English literature a week. When they reach the sixth English essays are begun. An hour a week is allotted out of school for writing the essay, and a quarter of an hour in school for "giving it back." Further, the essay master is not the form master, but

a modern side master, who has nothing to do with the rest of their work.

How is it possible under such conditions to teach English composition? As well set a music master to teach counterpoint to pupils who had never learnt their notes. The reform must begin from the very bottom. A famous classical head master, so I read a month or two ago in your columns, was convinced one fine day by a pedagogic Socrates that English composition could be taught, and forthwith ordered that every form in the school should do an English essay once a week. He evidently believed, with Louis XIV., that "les grands rois font les grands artistes." Had he enacted that no boy should enter the school who was unable to reproduce a simple narrative in decent English, he would have laid the foundation stone of sound English teaching; and, had he further impressed on his staff the necessity of insisting in every lesson on clearly expressed, consecutive, logical answers, he would have built the first storey, and he might then have looked in his sixth form for essays worthy of the name. But our head masters, with worthy exceptions like Canon Bell, are still of Dogberry's opinion that to be a well favoured man (a classical scholar) is the gift of fortune, but to read and write (English) comes by nature.—Yours faithfully, EMERITUS.

"FRENCH BY THE DIRECT METHOD."

To the Editor of The Journal of Education.

DEAR SIR,—I greatly appreciate the kindly criticism of your reviewer, who has done full justice to my "French by the Direct Method" in all respects save one only. In dealing with Part III. (May number, page 341) he says: "The reduced copies of these pictures (The Four Seasons), promised in the introduction, do not, however, appear." This is a curious error on the part of your reviewer, as the pictures *do* appear on pages xviii, xx, xxi, and xxiii.

Then, again, the "curious error" with respect to the illustration of the Fox and the Crow is your reviewer's, for he will find La Fontaine's well known "Maitre Corbeau," to which the illustration on page 40 refers, on page 39, and he will see that the illustration could not have been placed otherwise than it is.

I merely wish to point out these errors on the part of your reviewer in order that none of your readers may think that there is anything slipshod about "French by the Direct Method," and I should like to end by thanking both your reviewer and your readers for the kindly interest they have shown in my translation and adaptation of Rossmann and Schmidt's notable French Course.—Yours faithfully,

THOS. CARTWRIGHT.

[I regret my error, but must plead that, even with the help of Mr. Cartwright's letter, it took me some time to find the pictures. They are not on the pages mentioned, but skilfully folded back against the cover of the book. Some indication of the position should certainly be given.—YOUR REVIEWER.]

UNIVERSITIES AND SCHOOLS.

ROYAL HOLLOWAY COLLEGE.

The Driver and Founder's Scholarships and Driver Prizes have been awarded as follows:—Classics: I. Compton Burnett, L. Bridges, and O. Clarke, Founder's Scholarships. Mathematics: W. Waddell, Driver's Scholarship, in addition to Founder's Scholarship already held; A. Trout, M. Holland, and M. Jackson, Founder's Scholarships. English: R. Williamson, Driver's Scholarship; C. Smith and P. Davison, Founder's Scholarships. French: E. Garrett, Driver's Scholarship; P. Webb, Founder's Scholarship. History: H. Cam, Driver's Scholarship; D. Harris, Founder's Scholarship. Physics: E. Ladler, Founder's Scholarship. Botany: H. Chambers, Driver's Scholarship; A. Williams, Founder's Scholarship. Prizes: Greek Prose: D. Charles; D. Seaton, highly commended. Latin Prose: D. Seaton; D. Charles, highly commended. Pure Mathematics: M. Pick; W. Waddell, commended. Applied Mathematics: W. Waddell; M. Pick, highly commended. History: divided between H. Cam and K. Bathurst. Botany: D. Dalston; H. Chambers, highly commended. Music: F. Leach. Savory Divinity: F. Gillett.

OXFORD.

The distractions of the Summer Term—the Eights week, the annual Honour Schools, the special lectures, the yearly increasing inrush of visitors, the garden parties, the *gaudes*, the excursions, the conferences, the special organized receptions (like the delightful invasion of the

representatives of French Universities which was arranged for this June)—all these, with the regular work in lecture-rooms and committee-rooms, which (for the seniors at least) show no diminution, make legislation of an important kind comparatively rare. This term only what may be called business statutes, involving minor changes of administrative detail, have been actually under discussion; and they are of no public interest. But there are many indications that the attempts to reform our preliminary and intermediate examinations are still active, though they have not reached (or successfully passed) the legislative stage.

The Greek question, after the decisive votes both at Oxford and Cambridge, is for a while at rest, though it is certainly a mistake to dismiss it as a *chose jugée*, the unfortunate phrase used by the *Oxford Magazine*. Nobody really supposes that when eleven out of thirteen British Universities make Greek optional for entry it can continue permanently to be a compulsory requirement in the other two, particularly when reform is advocated, as it was at Cambridge in the recent discussion, by such eminent Greek scholars as Prof. Butcher and Prof. Jackson.

At Oxford all is still in the preliminary stage of rumour and discussion: but some changes in the entrance examination are certainly being seriously considered afresh. In Responsions (which enjoys the reputation of being the least satisfactory entrance test now extant in any University of Great Britain, if not of Europe) it seems likely that two or three changes will soon be actually proposed: viz., to substitute unseen translations for the Latin and Greek books; to compress the arithmetic, geometry, and algebra into a single paper; and to add a compulsory science subject. The first two will be unqualified improvements. The unseen will be a real test, however humble in standard, that the candidates can read the language: the second will shorten without weakening the examination. The difficulty of the third is that science without *practical* work will be cram; and the time required to test two or three hundred candidates in any practical work it will be hardly possible to find. In Pass Moderations an attempt was made to reduce the books offered from three to two, and to improve the papers so as to lead to more intelligent methods of study. This was thrown out: but the Board have given notice that the papers in the books will be allowed longer time, and so the same end achieved in another (if less thorough) way.

In Honour Classical Moderations corresponding improvements are receiving serious attention. For example, in the Greek drama, instead of prescribing three plays to be thoroughly known, candidates will (if the present suggestion be adopted) read a larger number of plays, only a few of which will be subject to minute examination, and in the rest translation only will be required. The principle is the same substantially as the changes introduced into the "Poets and Orators" papers some twenty years ago, of which the result has unquestionably been to diminish the "cram" element, and materially to increase the literary study. It is much to be hoped that these schemes, which have been long maturing, will take definite shape early in the October Term.

The long discussions as to the improvement of the Summer Term have so far had no actual result in any solution commanding general assent. The objections to the present arrangements concern mainly two points. As all the Honour "schools" are held in the summer, and several pass "schools" also, the eight weeks' teaching is in many cases reduced to less than six, since the examinations have to begin in the sixth week; and, even so, owing to the length of time occupied by *viva voce*, all the lists are not complete till August. Nobody denies that the *viva voce* is extremely cumbrous, wastes the time and money, of the undergraduates, and, though every candidate has to appear once before the examiners (during six weeks of the long vacation, as well as three weeks of term), only a small percentage of the men are really affected, in regard to the class they obtain, by this laborious ploughing of the sand. Nevertheless, however unbusinesslike the arrangement seems, it must be assumed that at present it cannot be reformed. Quite recently a proposal, that the examiners should summon to *viva voce* only those whom they wished, was rejected. Another cure (for the interference of the "schools" with teaching) has been suggested, namely, to defer the examinations till the vacation; but, with the present system of *viva voce*, this would postpone yet further the final class lists. The deadlock will have to continue until the blind prejudice in favour of *viva voce* can be abated by time and reflection.

The other evil is the fact that there are two long established periods of festivity—the Eights week in mid-term and Commemoration at the end: visitors abound at both, and lunches, teas, dinners, balls, concerts, boating excursions, &c., are the order of every day and night. The only substantial proposal—to amalgamate the two saturnalia into one—has as yet found insufficient support; though it seems to offer the best chance of relief. At any rate, it is something gained that the mischief is acknowledged on all hands.

In the two Royal Commissions recently appointed to inquire into Trinity College, Dublin, and the Metropolitan Police, much satisfaction is here felt at the selection of three excellent members who were Oxford men. There seems good reason for

(Continued on page 474.)

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thinking that in both cases a strong Commission of Inquiry will be of service. On the Dublin Commission Sir A. Rücker and Sir T. Raleigh have been chosen—both men of high distinction and administrative experience, whose names are well known elsewhere than in Oxford. Sir T. Raleigh, in particular, was for several years one of the ablest members of Council, and a very forcible speaker in University debates. Another Oxford man—Mr. C. A. Whitmore, who is appointed to serve on the Police Commission—will bring to his new duties a valuable experience gained by public work in London, especially on the London County Council.

Besides the highly distinguished list (given below) of those who received honorary degrees at the Commemoration, which has been recorded in all the papers, it is usual to award during this term, on other special occasions, similar degrees to notable persons who may be on a visit to England in the early summer. The following were thus awarded:—On May 17: D.C.L.—His Imperial Highness Duke Tsai Tseh. D.Litt.—His Excellency Shang Chi-heng and his Excellency Li Sheng-to. M.A.—The Hon. Tso Ping-Lung. The first three are High Commissioners appointed by the Emperor, and the last is the Secretary to the High Commission. The honorary D.Sc. was conferred on Mr. H. G. Lyons, F.R.S., of the Survey Department of Egypt; and last, and most notable of all, E. H. Grieg received the honorary degree of Doctor of Music.

The only deaths of Oxford men that have been recorded since my last letter was written are as follows:—Sir J. Vaughan, formerly Metropolitan Police Magistrate, aged ninety-two; R. F. Carline (Hertford), aged nineteen; J. Hatton Mills (Worcester), aged nineteen.

The proposed abolition of the Teachers' Register under a clause in the Education Bill aroused such serious anxiety in the secondary training colleges that early this term the Oxford Delegacy for Secondary Training summoned a conference in London. The conference passed a resolution pointing out the probable results to these training institutions arising from the withdrawal of the inducement to take a training course. This was sent to the Board of Education, who promised an early reply. The "encouragement" to training which Mr. Birrell promised in his first speech is here made explicit. It is a possible requirement by the Board that the staffs of the schools which are under the Board shall contain a certain percentage of trained persons among their new appointment. How far this will diminish the danger is not easy to forecast; but it is not likely to be at all as effective as the pressure in favour of training which arose directly out of the Register.

The following announcements have appeared:—

The Reports have been issued as usual of the Schools, Museum, Observatory, Taylor Institute, and the Sheldonian Theatre.

Mr. A. S. Hunt (the well known fellow-explorer of Mr. B. P. Grenfell, who together discovered not only the "Logia," but a long series of Oxyrhynchus papyri, the last discovery, yet unpublished, being awaited with exceptional interest) has been elected a Fellow of Queen's College.

The Vice-Chancellor, Prof. Goudy, and Prof. Thomson have been appointed to represent Oxford at the quatercentenary celebration of Aberdeen University.

Representatives on the governing bodies of schools, &c.: St. Paul's—C. Bailey (Balliol). University College, Nottingham—W. H. Stevenson (St. John's). Ipswich—J. C. Bailey (New College). Midhurst—F. W. Bourdillon (Worcester).

Honorary degrees at the Encaenia: D.C.L.—The Chinese Minister, His Excellency Wang Tah-sieh; Sir J. Madden, K.C.M.G., Chief Justice (Victoria), Chancellor of Melbourne University; Right Hon. the Earl of Aberdeen, G.C.M.G., Lord-Lieut. of Ireland; Right Hon. Alfred Viscount Milner, G.C.B., G.C.M.G.; Right Hon. R. B. Haldane, K.C., M.P., P.C., Secretary of State for War; Right Hon. Sir Horace C. Plunkett, F.R.S., K.C.V.O. D.Sc.—Prof. A. Graham Bell, LL.D., Ph.D., M.D.; J. Milne, F.R.S., F.G.S. D.Litt.—Monsieur L. Duchesne, Member of the Institute of France, Director of the Ecole Française de Rome; Prof. D. Comparetti, Senator of the Kingdom of Italy, Member of the Academy of the Lincei.

Special lectures: "Herbert Spencer" lecture, by Hon. Auberon Herbert; "Ford" lectures, by F. Haverfield (Christ Church), on "Roman Britain" (in 1907).

MANCHESTER.

Sir William Mather was the principal speaker at the speech day of the Broughton and Crumpsall High School for Girls on June 21. Referring to the academic successes gained during the year, he said he could not forget the larger view of education of which English people were just becoming aware. "I defy any one," he said, "to look at any weakness in man or woman, any imperfection in human society, without being able to apply to these great problems one panacea—viz., education, properly understood."

At the Manchester High School for Girls Miss Hilda Johnstone, M.A., has been appointed one of the history mistresses. Miss Mary

Lilley, B.A. (Fellow and Scholar of University College, London, and Scholar of Somerville College, Oxford), has been appointed on the classical staff. Girls at the school have won the Seaton Scholarship for Classics, the Jones Scholarship for History, and the Alice Fay Exhibition, all at the University of Manchester.

The appointment of Canon Welldon to the Deanery of Manchester places an ex-Head Master of Harrow on the governing body of the Manchester Grammar School. Dr. Welldon has already written to the

High Master of the Grammar School to say with what pleasure he anticipates once more coming into touch with the life of a great school. Among recent successes of Grammar School boys may be mentioned the winning of the Simpson Exhibition and the Theodores Exhibition at the Manchester University, both for modern languages, and of a major County Council Scholarship given by the West Riding. In Part I. of the Natural Science Tripos one Mancunian appears in the First and one in the Second Class, and the first of these has won an additional scholarship at Emmanuel as well as the Manley Prize for anatomy and physiology. In the second part of the Historical Tripos there is one name in the Second Class. The American Ambassador had accepted the invitation to distribute the school prizes at the annual speech day. As he finds he will not be able to be present, Lord Stanley of Alderley has kindly consented to do so.

At the annual founders' day service in the Cathedral, the Bishop of Carlisle, who was the preacher, and who is himself an Old Mancunian, gave some most interesting reminiscences of his schoolboy days. Speaking from the words: "The power of an endless life," he said that next to his home the most powerful influence in his life had been his old school.

At the University an influential Committee has been formed to raise a fund for the erection of adequate buildings for a Men's and Women's Union and a refectory. The cost of the refectory is to be £8,000, and of the

Women's Union £5,000, and both these sums are already provided. It is now proposed to raise £10,000 for the men's wing, and towards this sum the Executive Committee subscribed upwards of £1,000 among themselves. Arthur Jones, B.A., has been elected to the Jones History Fellowship, and Osborn Waterhouse, B.A., to the John Bright Fellowship.

The first business of the Education Committee at their last meeting was to elect a Vice-Chairman in place of the late Dean of Manchester. The vote was by ballot, and

Sir Thomas Shann, ex-Lord Mayor of Manchester, was chosen. The principal business under discussion was the question of a new municipal secondary school for girls. There was a proposal to place the new school on a central site, and the Board of Education have tried to dissuade the Committee from carrying out this plan. Sir James Hay explained that the Board had at first approved, and that in consequence matters were in a forward state. Eventually the proposal as submitted by the sub-committee was approved.

SCOTLAND.

Two Professors of Glasgow University have, after long service, resigned their Chairs. Prof. G. G. Ramsay, who

was the senior Professor in Scotland, having occupied the Chair of Humanity at Glasgow for forty-three years, has found it necessary to retire on account of ill health. He succeeded his uncle, Prof. William Ramsay, who was appointed in 1831, and uncle and nephew have thus taught Latin in the University for seventy-five consecutive years. Prof. Ramsay's resignation causes much regret to his old pupils and colleagues. He has been a successful teacher, and he has done admirable work in encouraging and developing secondary education in the West of Scotland. In all progressive educational movements he has taken a strong interest, and by writing, speech, and action he has done much to bring the Universities and the schools into close and harmonious relation. He was one of the founders of the Classical Association of Scotland, and since its foundation he has been its President. There is also much regret on account of the resignation by Prof. J. G. McKendrick of the Chair of Physiology, which he has held for thirty years. He has done excellent service to the University, both by his remarkable skill as a teacher and by his valuable research work, especially in connexion with the physiology of hearing and of sound-production. Under his direction the new physiology laboratories of the University are approaching completion, and he leaves to his successor the use of the extended opportunities they afford for teaching and research. The appointment to the Humanity Chair is made by the University Court, and the patronage of the Physiology Chair belongs to the Crown.

The Rev. Ernest F. Scott, B.A. Oxon., of the South U.F. Church, Prestwick, has been appointed to the Alexander Robertson Lecture-ship in Apologetics.

The University Court has raised the fees for each class in the Faculty of Arts from £3. 3s. to £4. 4s.

(Continued on page 476.)

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Glasgow University and the Technical College have suffered an additional loss in the death of Mr. James Blyth, LL.D., who was Professor of Natural Philosophy in the Technical College and Lecturer in the same subject at Queen Margaret College.

At Edinburgh University a Lectureship on General and Experimental Psychology has been established, mainly from funds provided by the trustees of Mr. George Combe, author of "The Constitution of Man," and well known many years ago as the leading advocate of phrenology in this country. Mr. Combe was himself a candidate for the Chair of Logic and Metaphysics at Edinburgh in 1836, when Sir William Hamilton was elected. Though his phrenology is now discredited, it was in some ways an anticipation of the more scientific work that has since been done in experimental psychology, and it is therefore fitting that the Combe trustees should aid the foundation of the new lectureship, which is the second of its kind in Scotland. In founding the lectureship, the University has kept specially in view its value in connexion with the training of teachers. The salary of the lecturer is £300 a year, and the University is providing suitable laboratory accommodation and equipment.

In connexion with the George Buchanan Quatercentenary, to be celebrated at St. Andrews on July 6, a prize of 100 guineas was offered last year by Dr. Steele, of Florence, for the best essay on "Sixteenth-Century Humanism as illustrated by the Life and Works of George Buchanan." The competition was open to all *alumni* of the Scottish Universities. The adjudicators, who were professors of the four Universities together with Dr. Steele, have unanimously awarded the prize to Mr. Thomas D. Robb, M.A., Paisley, a graduate of Glasgow University. Mr. Robb is a teacher.

The new Regulations for the Training of Teachers in Scotland have been submitted to Parliament. They are, in their main substance, unchanged from the draft form in which they were issued some months ago (*cf. The Journal of Education*, page 198). The principal modifications are the omission of the chapter regarding "candidates on probation" (*i.e.*, children selected and educated with a view to their becoming junior students in training) and the extending of the time of grace for the pupil-teacher system. But arrangements are made which will facilitate the obtaining of a sufficient number of junior students, and the pupil-teacher system has been granted merely a respite, and not a

reprieve. Effect has been given to many of the amendments in detail which were suggested by the Provincial Committees, and the regulations for the training of secondary teachers have been improved as regards such subjects as English and modern languages, while the important subjects of history and geography have been added to those for the teaching of which special training is to be given. One is glad to notice a very important addition to the article on the "further instruction of teachers in actual service." The Provincial Committees are now empowered to expend money not merely in providing classes for the further instruction of such teachers, but also "in assisting individual teachers to pursue their studies abroad." This wise provision will be of great value to teachers of modern languages. The new Regulations as a whole will have profound effects for good on Scottish education, and it is satisfactory that the Education Department has substantially maintained them against the pressure of politicians and ratepayers in search of a grievance.

IRELAND.

The announcement of the results of the examinations for Fellowship and Scholarships was made as usual on Trinity Monday. The new Fellow is Mr. R. M. Gwynn, son of Dr. Gwynn, of Trinity College, who last year also took first place, but unaccountably was not appointed Fellow by the Board. He has had thus to spend another year studying for Fellowship. His total (Classics, Mental Science, and Hebrew) was 963. The Madden Prizeman is Mr. G. R. Webb, whose total (Mathematics and Mental Science) was 805. The only other candidate was Mr. R. W. Tate, a First Class Classical Tripos Cambridge graduate, who competed this year for the first year, making the good total of 648, and winning a £60 prize. There were ten candidates for the five Mathematical Scholarships, fourteen for the eight Classical, and four for the one in experimental. The first Mathematical Scholar is Mr. S. G. Stewart, educated at Mountjoy School, Dublin, and the first Classical Mr. M. A. C. Wilkins, son of the Head Master of the High School, Dublin, who himself—one of three distinguished brothers—took Scholarship thirty years ago, and consequently dined on Trinity Monday with his son at the dinner given by the Fellows to the surviving Scholars of the years "six." The second Classical Scholarship was won by Miss Olive Purser, of Alexandra School and College, a young lady

(Continued on page 478.)

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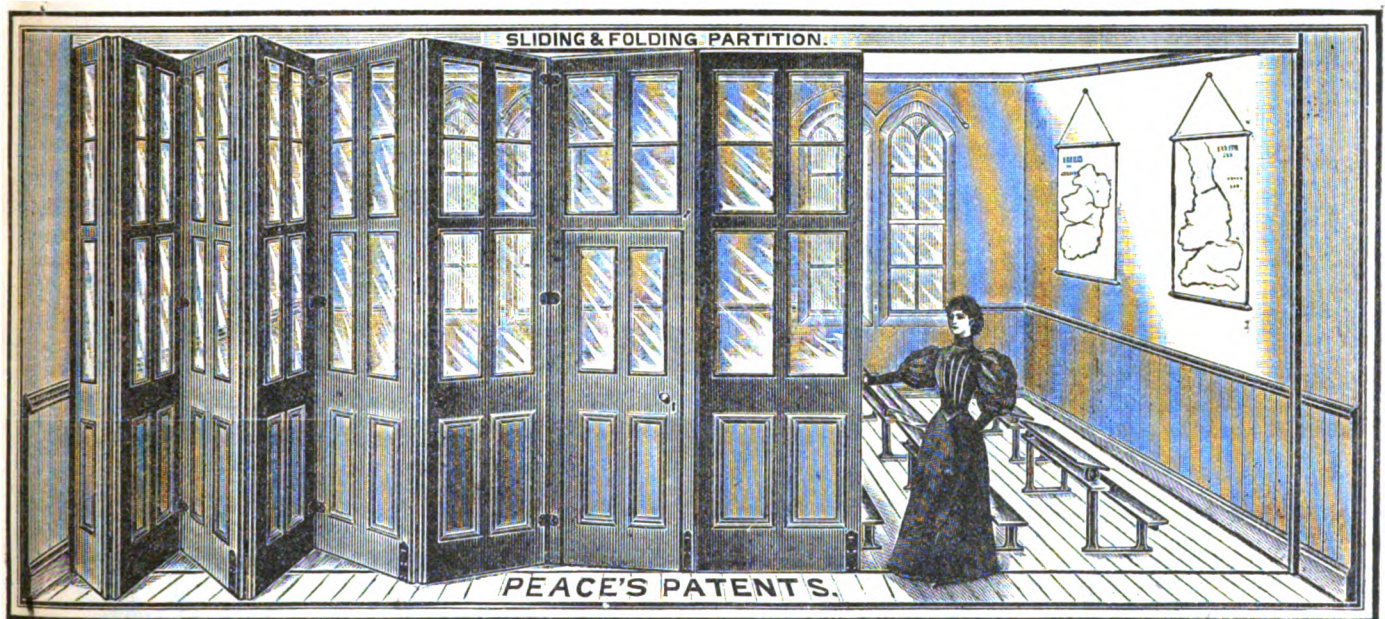
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of nineteen, who is thus the first woman to hold a T.C.D. Scholarship. She belongs to a family distinguished in academic work, and her marks—175½—were considerably higher than those of the first scholar for the past four years. Mr. Wilkins's total—196½—was unusually high.

The terms of reference of the Commission are as wide as possible:

T.C.D. Royal Commission.

"To inquire into and report upon the present state of Trinity College, Dublin, and of the University of Dublin, including the revenues of the College and of any of its officers, and their application; the method of government of the University and of the College; the system of instruction in the College, and the teachers by whom it is conducted; the system of University examinations, and the provision made for post-graduate study and the encouragement of research; and also to inquire and report upon the place which Trinity College, Dublin, and the University of Dublin now hold as organs of the higher education in Ireland, and the steps proper to be taken to increase their usefulness to the country." It is added officially that the inquiry is to complete the work of the Royal Commission of 1901, and that the Commission will consider the evidence and report of that inquiry, and frame their own report as based on the whole investigation into Irish University education represented by the two Commissions. It is hoped that the report may be presented at no distant date. The chairman is Sir Edward Fry; the members, Chief Baron Palles, a Roman Catholic T.C.D. graduate, one of the Intermediate Board; Sir T. Raleigh, of Oxford; Sir A. W. Rücker, Principal of the University of London; Dr. Jackson, of Cambridge; Dr. Butler, late of Edinburgh (who acted on the Commission of 1901); Dr. Douglas Hyde, President of the Gaelic League; Dr. D. J. Coffey, of the Catholic University School of Medicine; and Mr. S. B. Kelleher, F.T.C.D. Exception has been taken by Conservatives to Dr. Hyde's appointment. Though a graduate of Trinity College, he has shown hostility to the College on account of its Anglicizing tendency and its neglect of Irish studies. Dr. Hyde is devoting his life to the Irish language revival, and his sole interest in the inquiry will be in endeavouring to get the Irish language, history, archaeology, and literature made a prominent feature in the curriculum of Trinity College. The T.C.D. Board were asked to elect a representative, and, to every one's surprise, by the casting vote of the Provost, appointed Mr. Kelleher, who only became Fellow in 1904, knows little about the finances, constitution, and administration of the College, and is a Roman Catholic.

The members of the Commission have already held a meeting in London, and have asked for documentary evidence to be handed in before the end of July. They will commence their sittings towards the end of the Long Vacation. Mr. J. D. Daly, who acted so efficiently in the three previous Commissions on Irish Education, is the secretary.

The extraordinary *impasse* produced by the Irish members and the action of Mr. Bryce in the House in reference to the Intermediate rules seems likely to have far-reaching consequences. It appears that it is a provision in the Act of 1878 that the rules and

programme shall lie on the table of the House for forty days, and cannot come into operation without being sanctioned by Parliament. This regulation has, it seems, not hitherto been carried out. Now that it has been discovered by the "Irish" party, they will probably use it as a valuable weapon. The prospect of having the secondary education of Ireland, and the details of the curriculum, management, and endowment of the school thus placed at the mercy of chance in such a tribunal, wholly inexpert in educational work, ignorant of the special conditions, and also, on the Irish side, warped by political factions and crazes, is, indeed, alarming, and such a monstrous state of affairs as would not be tolerated in any other civilized country. But anything, no matter how disastrous, is possible in Ireland! Mr. Bryce could have averted the present crisis by supporting the Board; then all the Government party would have voted with him, and defeated those desirous of changing the rules. This he did not do, and, consequently, in strict legality the Board must submit to the action of Parliament as laid down in the Act. The remedy is, of course, to alter the provision in the Act. Meantime, the Board met, and declined by a large majority to alter their rules. An unofficial account of this being published in the *Irish Times*, Mr. Bryce was violently attacked by the Irish party in the House. He stated, as the only information he was able to give, that the Board had represented that there would not be time to alter the rules and submit them for forty days to Parliament before the schools reopened in the latter half of August. They therefore proposed that the rules for 1906 should be allowed to hold good for 1907. This, however, the Irish party refuse. They demand that the changes in the new rules passed by Parliament shall be carried out; that the Board, if they refuse to do this, shall be called upon to resign, and a Provisional Committee be appointed to administer intermediate education until a popular Board "responsible to the Irish people" shall be formed to administer primary, technical, and secondary education. Mr. Bryce, by his unwary action, is thus likely

(Continued on page 480.)

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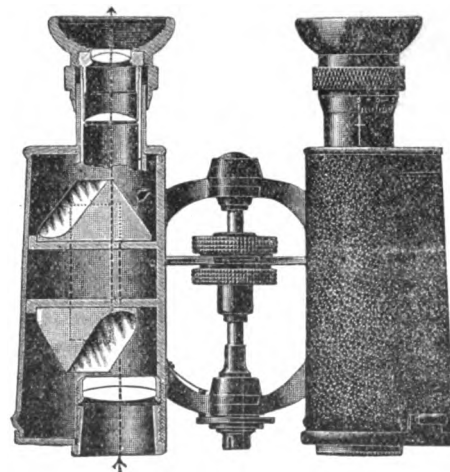
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to have the whole Irish educational problem suddenly thrust on him for settlement. It may be added that no section would more disapprove of the formation of such a "popular" board than the Catholic Church, as it would remove education from their control. The comic element in the situation is that, in the rules for 1906 which the Irish members indignantly refuse, Irish is given the very prominence which they objected to see altered in the new rules.

During the Whitsuntide holidays Alexandra College celebrated the fortieth anniversary of its foundation. A public meeting was held on June 1 at which the Lord Lieutenant, the Chief Secretary, and Dr. Butler spoke. Hopes were expressed that in the coming Royal Commission, in connexion with the women students of Trinity College, some recognition might be given of the valuable work in higher education done by Alexandra College, either in giving it endowment or in bringing it into connexion with the University of Dublin. In the evening a dinner of over two hundred old students was held. The following day a meeting of the Alexandra College Guild occupied the morning. In the afternoon a garden party in honour of the College was given by the Countess of Aberdeen at the Viceregal Lodge, and in the evening a large *conversazione* took place at the College.

SCHOOLS.

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CAMBRIDGE, LEYS SCHOOL.—June 8 was speech day, and the prizes were distributed by Sir Frederick Treves, who congratulated the school on turning out not mere scholars and bookworms, but men of

science and of business. The new chapel was to have been opened, but the ceremony has been unavoidably postponed to October 27, when Dr. Barber, the Head Master, will preach.

GIGGLESWICK SCHOOL.—The following elections to scholarships have been made:—T. J. G. Brasnett, £60 a year (Dulwich College Preparatory School); F. G. Healey, £45 a year (Lickey Hills School, Barnet Green); T. M. Macleod, £45 a year (Beverley Grammar School); E. Porham, £30 a year (Clifton College, Harrogate); G. D. L. Hunter, £20 a year (Giggleswick School, formerly of Mostyn House School, Parkgate); A. C. Pearson, £20 a year (Giggleswick School); E. L. Platt, £20 a year (Wilmslow Grammar School).

PORTSMOUTH HIGH SCHOOL.—Miss E. Eldred, B.A., and Miss John, B.Sc., have left, and the English and Science work is being taken by Miss M. Auld, M.A., and Miss M. L. Gough, Girton College. A course of training in domestic economy will begin next term for girls over the age of seventeen who have taken the ordinary school course.

PURLEY, RUSSELL HILL SCHOOL.—Speech day was on Saturday, June 23, the Hon. Mrs. Herbert Cooke, the wife of the Chairman of the governing body, distributing the prizes. W. I. Warr gained the Debenham Scholarship, held in Switzerland: A. Eveson, the Taplin Exhibition for Writing; and J. J. Jones a similar exhibition for Arithmetic. The chief item of the speeches was a scene from "Henry V." Mr. Wm. E. Hunt, of Wakefield Grammar School, has been appointed art master. Our Head Master, Mr. Charles Gutteridge, has just gone to America on an educational tour to New York and other centres. The sports day was a great success, Cecil Williams becoming the holder for the year of the Old Russellian Challenge Shield. The floor of the "John Roberts" covered playground has been paved with wood blocks at a cost of over £200. The Wallington Fire Brigade came over and gave us a display to encourage our young firemen to further efforts.

RUGBY SCHOOL.—Entrance scholarships, 1906: H. D. Schloss (Tait Scholar; Mr. Christopherson's, Lockers Park, Hemel Hempstead); P. H. Greig (Derby Scholar; Mr. Middleton's, Ellerslie, Fremington); T. A. McKee (Benn Scholar; Mr. Pitman's, Clifton); T. C. Owtram (Benn Scholar; Mr. Dealtry's, The Leas, Hoylake); M. H. K. Kane (Mr. Thring's, The Wick, Brighton); H. Morris (Mr. Wise's, Oakfield, Rugby), J. W. Greany (Mr. Pearce's, Dunston House, Ealing), and A. E. Felkin (Mr. Meeres's, Harrow View,

(Continued on page 482.)

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Ealing), equal; H. G. Strauss (Mr. H. Bull's, Pinewood, Farnborough); F. C. Bourne (Rugby School). Mr. A. K. Watson, who has just been appointed Head Master of Ipswich School, will leave at the end of this term. We wish him all success in his new duties and heartily congratulate Ipswich School on having secured his services. L. F. Nalder has won the Royal Asiatic Society's Public-school Medal for the best essay on "Hyder Ali." The following Old Rugbeians have got First Class Honours in recent examinations at Oxford and Cambridge:—Oxford: Classical Moderations—G. O'Hanlon (Corpus Christi), H. N. P. Sloman (Balliol), H. H. Symonds (Oriel). Cambridge: Mathematical Tripos, Sixteenth Wrangler—G. H. Millar (Pembroke). Classical Tripos, Second Division—G. H. Clayton (Pembroke). Historical Tripos—Part I., H. B. Spens (King's); Part II., I. H. Simpson (Pembroke). Mechanical Sciences Tripos—A. D. D. Butcher (Christ's). Old Rugbeians may be interested to know that the historical spot so long known as "Butler's Leap" is no longer recognizable. The demon of modern progress has swept away the old bridge, straightened the road, and built a new bridge almost covering the "Leap."

SHREWSBURY HIGH SCHOOL.—The school celebrated its twenty-first birthday on May 18 and 19. On Friday, 18, the Old Girls and mistresses, some friends who interested themselves in the foundation of the school, the present staff, and the Sixth Form dined together. Speeches followed the dinner, and happily Miss Cannings, the first Head Mistress, and Miss Gavin and Miss Wise, her successors, were present, and spoke. The rest of the evening was occupied with musical and dramatic entertainments furnished by the Old Girls. On Saturday afternoon the Head Mistress gave an "At home" to the parents of pupils now in the school. The pupils afforded much pleasure by their performances of scenes from "A Midsummer Night's Dream" and from "Struwwelpeter." In connexion with this celebration, old pupils and mistresses contributed money to found an annual prize to be awarded in the school.

ST. OLAVE'S SCHOOL.—A. Hughes and N. Green have gained entrance exhibitions at St. John's College, Cambridge, for Classics and Natural Science respectively. In the Cambridge Triposes, First Classes were gained by W. Burton (Third Division Classical Tripos) and H. G. Rice (Natural Science); Second Classes by F. B. Clogg (Classics), J. Griffin (Natural Science), A. E. Baker (Moral Science), N. G. Scorgie (Law), A. G. Dedman (History, Part II.); Third Classes by F. G. Forder (Natural Science) and C. H. Pitt (History,

Part II.). F. G. Forder has received an appointment on the staff of Charterhouse School. Arrangements have been made to establish a school camp on the South coast during the month of August.

WELLINGTON COLLEGE.—Waterloo Day was kept at Wellington College on June 18. The prizes were distributed by the Head Master, the Rev. B. Pollock, who congratulated General Miles as the first Wellingtonian who had attained that rank. F. E. Buller had the honour of receiving the Lord Roberts's prize from the hands of the donor. The King's Medal was won by Mr. H. C. Mansfield. After the distribution there was a garden party and an assault at arms in the gymnasium.

WINCHESTER COLLEGE.—The English verse prize on "Letizia the Mother of Napoléon" has been awarded to Hon. R. Palmer. The Sixteen Club has debated "The New World," introduced by F. P. Robinson. We are looking forward to an extra half-holiday for the unwonted success of a Senior Wrangler; we are also looking forward with mixed feelings to a new leaving certificate examination in July. Glee Club are practising Parry's "Pied Piper of Hamelin," and find it no easy matter.

WOOLWICH POLYTECHNIC SCHOOL.—Ethel Clothier has been awarded a West Scholarship in English and History at University College, London.

[Our Welsh letter was received too late for insertion.]

PRIZE COMPETITIONS.

The Translation Prize for June is awarded to "Emil."

The winner of the Translation Prize for May is H. M. Buller, Esq., 16 Mortimer Road, Clifton, Bristol.

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School and Teachers' Advertisements are continued on pages 485, 486, 487, 488, 489, 490, and 491.

sécheresse. Une idée de fausse noblesse semble les poursuivre, le familier les effraye, ils écrivent dans un dialecte savant comme celui des brahmes de l'Inde. Le bon goût est une belle chose; cependant il n'en faudrait pas abuser: à force de bon goût, on arrive à se priver d'une multitude de sujets, de détails, d'images et d'expressions qui ont la saveur de la vie. La belle et riche langue du XVI^e siècle, blutée et vannée par des mains trop méticuleuses, pour quelques mauvaises herbes qu'on en a retirées, nous paraît avoir perdu beaucoup d'épis pleins de grains d'or. Nous sommes de ceux qui regrettent que Malherbe soit venu. Un grand et admirable poète, Mathurin Régnier, a exprimé la même idée en vers d'une énergie et d'une vigueur surprenantes. L'influence de Louis XIV n'a pas toujours été heureuse sur la littérature et les arts de son temps. La perruque du grand roi y domine trop. La majesté, l'étiquette, la convention, ont quelque peu chassé la nature. Les arbres du parc de Versailles portent des boucles et des frisées comme les courtisans; les poèmes sont tracés au cordeau comme les allées. Partout la régularité froide est substituée au charmant désordre de la vie; la volonté d'un seul homme remplace le caprice individuel; Louis XIV, qui se laissait bénévolement personifier sous la figure du soleil, avait plutôt l'amour du faste que celui de l'art. Il n'était pas doué de l'intelligence passionnée des Jules II, des Léon X. Il savait qu'il entre dans la composition de tout beau règne une certaine quantité de poètes, de prosateurs, d'architectes, de statuaires et de peintres, et il se procura les artistes dont il avait besoin pour sa gloire, car les grands rois font les grands artistes; ils n'ont qu'à vouloir: un regard d'attention, une bonne parole et une poignée d'or suffisent pour cela.

By "EMIL."

In classical epochs, when writers force themselves by study to recapture the simple and severe lines of the ancient poets, they often fall into an extreme much to be deplored, and become dry and tedious. A false idea of the sublime seems to pursue them: they shun the familiar and write in a learned dialect, like that of the Brahmins of India, comprehensible only to the initiated. Good taste is a beautiful thing, but it can be abused: in the name of good taste we may end by cutting ourselves off from a multitude of subjects, details, images, and modes of expression which exhale the very spirit of life. The rich and beautiful language of the sixteenth century, sifted and winnowed by a too nice fastidiousness, was purged indeed of some ill weeds, but seems to me to have lost at the same time many ears full of golden grain. I am one of those who regret the advent of Malherbe. A great and justly admired poet, Mathurin Régnier, has expressed the same idea in some singularly energetic and powerful lines. The influence of Louis XIV. on the literature and art of his time was not always beneficent. We never lose sight of the figure of the great King in his flowing perruque. The awe of majesty, etiquette, convention have, in a measure, banished Nature. The very trees in the park at Versailles are crimped and curled like the courtiers; and poems are constructed by line and rule as its walks are laid out. We look for the charming disorder of real life, and find everywhere cold regularity: the will of one single man usurps the place of the caprice of the individual. Louis XIV., who graciously deigned to allow himself to be set forth under the figure of the sun, loved pomp rather than art. He was not endowed with the impassioned intellect of a Julius II. or a Leo X. He knew that no reign which can be called great is without a certain number of poets, prose writers, architects, sculptors, and painters; and he set himself to furnish his throne with those artists necessary to his glory. For great kings make great artists: it needs only an exercise of the sovereign will. An approving glance, a gracious word, a handful of gold, and the thing is done.

We classify the 181 versions received as follows:—

First Class.—Ilex, E.M.M.C., Thistle, E.G.M., Gothicus, Sirach, Polygala (H), cos (A+B), Vesuvius, Eicarg, Menevia, H.J.K., Sorbonne, Rursus, Candida, Fortune le veut, E.H.O., Fortes et Fidelis, Chingleput, Plum Tree, M.E.L., Silverpen, Emil, Repente, Modreb, Beta.

Second Class.—Hilly, Worthing, Taugenichts, T.V.D., Lob, W.E.G., Machakos, Una, M. de C., White Heather, Quis, O.L., M.B., M.E.T., Sarum, Felicia, Lethe, Obba, Desper, J.E.C.M., Jane Lesah, D.K., Carky, J.Q., Guepe, Dilettante, Stedye, W.G.M., R.E.D.D., Riane, Cosy, La Straniera, Via Frattina, Dickie, Aiglon, Athos, Carl, Paquerette, Chestnut, Tête Blanche, J.H.J., Cyrano, Bia, Madeleine Bastille, O.P.M., Brynglas, Rose Julia, Prig, Organ, Roida, Ixe, Altnacaille, H.K., Alpha, Psyche, Odetta, Essay, Wharfedale, I.H.H., Arelata, Philosopher, Carol Ward, M.G., Wilts, R.J.P., Shakspeare.

Third Class.—V.G.S., Leander, Zilpah, Kisa, Nipul, Douteux, Ruby, K.M.L., Fjube, Trofrida, Emilia, Evadne, Rosa, Hilder, C.H.T., Bianca, Fleur-de-Lys, Stickler, Tircis, D.B., Bruno, K.A.B., Gretchen, N.B., Blank, Utilitas, Thérèse de Lisieux, C'est moi, Marguerite, Tim, Star Gazer, F.T., L'Epi, La Chercheuse, Saintes, J.K.M.B., D.A.J.K., A.M.C.D., Great Western, Earnest, Teutor, Chirrup, Sophonisba, Jack, Βατραχος, Narcissus, Mars, España,

Yaymaca, Hallé, Ecliptic, Squeeks, Abdul, Crocodile, Max, Enoch Arden, Hovis.

Fourth Class.—G.R.M.C., Françoise, Horatio, Senator, A. J. Richards, Pallas Athene, V.M.S., Vivian, Hab, M.E.P., B.W., St. Clair, E.M.B., Rustic, Pamela.

Fifth Class.—Gala, S.T., Uvula, Lassie, Tip, Balaam, P.M.E., Donny, Maude, Jasper, Théo, Tron, Fatima, Dulwich, Juvenis, Favor, Tis.

The extract from Gautier was easier than the average, as evidenced by the number of Second Classes attained. Most sentences went straight into English: the difficulty lay in finding the *juste mot* for each word and phrase. Thus, in the first sentence there is no need to change the French order. "In an age of classical revival" strikes the keynote. *S'efforcent*: not "force themselves," but "strive to recapture by dint of study." "They fall into a grievous excess, into tediousness and dryness," is very clumsy; better turn—"They run into extremes and become dry, wearisome, and distasteful." Many changed the tense, and several mistook lines (of statuary) for lines of poetry. *Une idée*: "They seem possessed by an ideal of false sublimity and in constant terror of the commonplace, and they employ a learned jargon like that of the Baboo." *A force de bon goût*: "by dint of good taste" is obviously inappropriate; "a too rigid adherence will lead us to abjure a number of topics, of incidents, of metaphors and phrases which are the very life-blood of literature." *La belle*, &c.: Gautier's metaphor does not go on all fours; language is first the grain that has been winnowed and then the cornfield that has been weeded. In translation we may gloss over the slight inconsistency by making two sentences of it: "has been too fastidiously sifted and winnowed; in ridding it of some ill weeds, we seem," &c. *Soit venu*: "the advent, or coming, of Malherbe," an allusion to a famous passage in Boileau:

"Enfin Malherbe vint, et le premier en France
Fit sentir dans les vers une juste cadence."

La perruque: numbers watered this down into "the influence," "the prejudice," &c. Of course, we must keep the full-bottomed wig of "le Grand Monarque." *La majesté*: "courtliness." *L'intelligence passionnée*: "keen intellectuality." *Ils n'ont qu'à vouloir*: "their word is law," or "they can create at will." Some dozen translated *boucles* "buckles," and three turned *Malherbe* into "wild carrots."

A Prize of Two Guineas is offered for the best translation of the following passage from Philippe Monnier's "Le Quattrocento":—

Une histoire ainsi conçue est extraordinairement intéressante. Elle est très édifiante aussi. On y voit l'impie déracinée et le christianisme victorieux. On y voit surtout des coups d'épée, des corps percés de part en part, des hommes fendus en deux d'une seule botte—crâne, ventre, cheval. On se crache au visage, on se tire la barbe, on a peur de rien; on en vient tout de suite aux invectives et aux mains; on se cogne, on se poche, on se bosse, on se coche, on s'écharpe, on s'enfoncé, on s'abime, on s'estourbit, on s'assomme; atouts et claques, calottes, tapes, gifles et mornilles, horions et nions, frottées, fessées, rincées, rossées, mêlées, raclées et giroflées; coups portés, coups parés, coups fourrés, coups secs, coups au morion; coups de revers, de travers, de pointe, d'estoc, de taille; coups sur coups, coups pour coups. Il y a des destriers qui franchissent les fleuves d'un seul élan, des monstres à gueule de lion et à corps de serpent tout en braise, des géants qui mangent de la chair humaine. Il y a des naufrages, des tempêtes, des palais enchantés, des armes ensorcelées, des musiques, des carrousels, des jeux d'échecs, des jardins de printemps, des grottes, des voleurs, des pavillons brodés et des blondes filles de roi. Tout ça est vrai, véritable, arrivé. Il n'y a pas moyen d'en douter. On vous produit les sources. On vous cite les témoignages. On vous donne les preuves. On vous indique les noms. On vous fournit les mesures. Et quand les auteurs sont en désaccord, on vous le dit. Il faudrait être fou à lier pour mettre en suspicion de pareilles choses si bien établies et reconnues, qui sont selon la vérité et selon la carte. Le peuple y croit. Il ne branle pas. Il ne bronche pas. Muet, sérieux et recueilli, les yeux agrandis, il écoute, et par sa bouche ouverte la salive coule.

Initials or a nom de guerre must be adopted by ALL competitors, but the prize-winners will be required to send real names for publication.

Those in the First Class are entitled on application to a copy of "Essays in Translation."

All competitions must reach the Office by July 16th, addressed "Prize Editor, THE JOURNAL OF EDUCATION, 3 Broadway, Ludgate Hill, E.C."

Translations sent with an addressed and stamped envelope and six penny postage stamps will be returned corrected. Foreign postage stamps are not accepted.

VISIT OF FRENCH PROFESSORS.

THE long expected visit of French professors and teachers in secondary schools occupied the whole of Whitsun week. Over two hundred, including ladies, were entertained by the University of London and the Modern Language Association. The origin of the visit was explained in our last number, and it is only necessary here to state that representatives of the University of Paris, of provincial Universities, and of the Collège de France were the guests of the University of London; while members of the Société des Professeurs de Langues Vivantes and of the Guilde Internationale were the guests of the Association. M. Liard and some of the most distinguished guests received and accepted a double invitation. The principal functions, such as the reception at the Foreign Office, were attended by both bodies, but the reception by the King at Windsor was confined to the University visitors. It is not possible for us to give more than a brief summary of the proceedings and of the most important speeches. Even the condensed report in the *Times* occupies many columns. Delightful as the visit was—at least to the entertainers, and, we hope, no less to the entertained—it was more of a ceremonial and social than educational character, and, charming as was the oratory to hear, yet the best after-dinner speeches will rarely stand the test of print.

The following is a list of the most distinguished visitors:—*Ministry of Public Instruction*: M. Bayet, Director of Superior Instruction; M. Rabier, Director of Secondary Instruction; M. Firmery, Inspector-General of Modern Language Teaching (German); M. Hémon, Inspector-General of Literature Teaching; M. Hovelague, Inspector-General of Modern Language Teaching (English). *University of Paris*: M. Liard, Vice-Rector; M. Appell, Dean of the Faculty of Science; M. Croiset, Dean of the Faculty of Letters; M. Lippmann, Professor of Physics; M. Lanson, Professor of French Literature. *Collège de France*: M. Léger, Professor of Slavonic Languages and Literature; M. Picavet, Secretary and Editor of *Revue Internationale de l'Enseignement*. *Société des Professeurs de Langues vivantes*: M. Morel, Professor of English at the Lycée Louis-le-Grand; M. Garnier, Secretary. *Guilde Internationale*: Miss E. Williams, Directress; M. Gautier, Professor at the Lycée Louis-le-Grand.

The main body of visitors arrived on Monday afternoon. They were met at the Victoria Station by the authorities of the University of London and officers of the Modern Language Association. Carriages were in waiting to convey them to the Royal Palace Hotel, Kensington, where rooms had been retained for all the University guests.

In the evening there was an informal dinner. The toast of "Our Guests" was proposed in French by Sir WALTER PALMER (Chairman of the Reception Committee), and was responded to by M. BAYET, M. LIPPMANN, M. MOREL, M. GAUTIER, and others. M. BAYET remarked that the phrase *entente cordiale*, which now seemed so natural, would have moved diplomatists of a century ago to laughter; and, if there was a domain in which the *entente cordiale* had its place, it was pre-eminently the domain of letters, science, and art. M. Lippmann spoke in excellent English, not only idiomatic, but witty, as when he remarked that the Sorbonne has grown out of knowledge, which was the only way for a University to grow.

On the same evening the guests of the Modern Language Association were received by Mr. STORR (Chairman of Committee) and Mrs. STORR in the Library of University College, Gower Street. There was an exhibition of rare books and music. Among the performers was Miss Manuela García, the daughter of the famous centenarian.

Reception at the Foreign Office.

At noon on Tuesday Lord FITZMAURICE, representing the Foreign Office, and Mr. LOUGH, representing the Board of Education, offered to our visitors on behalf of the Government an official welcome. The representatives of the Universities of France and of the Collège de France were introduced by Sir EDWARD BUSK. This visit, he said, for the first time brought together the most ancient University of Paris and the most modern of her offspring. While England had been founding new Universities, it had been the consistent and wise policy of France, as manifested by the compromise of 1875, and by the modifications introduced by the law of 1880, to revive the glories of her old provincial Universities, some of which, like Montpellier, almost rivalled Paris in antiquity, and to make each of them a centre of intellectual life.

Prof. SADLER, on behalf of the Modern Language Association, introduced the members of the Guilde Internationale, and of the Société des Professeurs de Langues vivantes. He referred to the success of the Guilde, which had won gold medals at the Paris Exhibition and at St. Louis, and to the useful work that it was performing in familiarizing English students not only with French language and literature, but with French life. The Société des Professeurs de Langues vivantes was

pursuing the same aim in France that the sister Association, which he represented, was pursuing in England—to assert for modern languages their proper place in the curriculum and to reform the methods and organization of teaching.

Lord FITZMAURICE, who spoke in excellent French, apologized for the absence of Sir E. Grey and of Mr. Birrell, the latter of whom had intended to be present, but was to his great regret, as they were aware, absorbed in another sphere of education. He welcomed M. Liard as the learned author of a work on the theory and organization of secondary education, one who had helped to remodel higher education in France, and who had associated with the Universities technical institutions to meet the needs of the day. University reform in France had to some extent taken the form of decentralization. In London, on the other hand, we had felt the need of centralization, and the London University Act of 1899 not only established a teaching University, but attempted to organize and unify the various institutions for higher teaching of the capital. The question of provincial Universities had, however, been dealt with similarly in both countries. In 1896 the fifteen groups of Faculties became the Universities of Paris, Bordeaux, Lille, &c. In England within the last half century the three Universities of Oxford, Cambridge, and Durham had grown to nine, besides those of Scotland and Ireland. The French were our masters in education, and we followed *longo intervallo*. Between the foundations of the University of Paris and that of London more than six centuries had elapsed. Yet we might console ourselves with the reflection that when the University of Paris was founded by Philippe Auguste, its statutes were drawn up by Robert de Courson, an Englishman.

Mr. LOUGH pointed out the contrast between French and English methods and ideals of education—in France the primary, higher primary, and normal schools wholly distinct from the *lycée* and the University; the teacher a State-paid Civil servant. Either system had its merits, and either nation could learn from the other. Thus France discovered how to convert beetroot into sugar, while England, thanks to her free trade, was able to consume three times the amount of sugar per head, and to buy it at half the rate at which it was sold in Paris. He referred to the good work that had been done by Miss Williams in promoting the interchange of teachers. The Board of Education, on its part, was doing all in its power to arrange for the employment of probationary French teachers in England.

M. RABIER, M. BAYET, and M. GAUTIER replied on behalf of the visitors.

The Luncheon.

Luncheon was served to some three hundred guests in the East Gallery of the University. The room itself is not imposing, but it was gay with flags and flowers, and the academic robes of the French Universities presented every colour of the rainbow. The VICE-CHANCELLOR, who presided, gave the toasts of "The King" and "The President of the French Republic." To the latter the FRENCH AMBASSADOR responded. The CHAIRMAN proposed "Our Guests," for whom M. CROISSET replied. Mr. EVAN SPICER (Chairman of the London County Council) gave the toast of "A Welcome to London," and urged the University authorities, as the most effective means of cementing the *rapprochement* between the two countries, to make colloquial French compulsory in their examinations.

M. HOVELAGUE, who knows English and English literature better than most Englishmen, quoted most appositely a sentence from "The Newcomes": "That kindly English landscape seemed to take him by the hand as he returned from Dover to London." That day they were all Colonel Newcomes.

The speech was followed by a *ban* for the University and the Vice-Chancellor, the French equivalent for our "Jolly good fellow."

The Addresses.

The company then adjourned to the Great Hall, likewise decorated with flags and bunting for the occasion. The first speaker was the VICE-CHANCELLOR, who regretted that time would not allow him to welcome individually all the famous men who had honoured them with their company. They had hoped to see there Dr. Pierre Curie, whose fatal accident had not only robbed the University of Paris of one of its most distinguished professors, but had left the world of science the poorer.

M. LIARD, who was received with prolonged cheers, delivered an address on higher education in France. They seemed to find in it something warmer than mere scientific confraternity. The invitation of the University had been welcome, and they had gladly accepted it. The *entente cordiale* between the two countries, proclaimed first by the heads of the States, then acclaimed by the peoples, quite recently consecrated by deeds, was not a mere word, such as sometimes flew through the atmosphere of nations to vanish on the morrow. It resulted, they hoped, from lasting feelings. The invitation and the visit were a new manifestation of these feelings—a special manifestation, since it was produced on a special soil, that of education and of science, where all the peoples could meet, with no other rivalry than that of serving best the permanent interests of humanity, in which the conquests realized by each of them immediately profited all the others. They had accepted that invitation for other reasons still. First, because it was an oppor-

tunity for them to pay, in the very heart of Great Britain, in one of its most shining scientific homes, a grateful homage to British science. What did they not owe to it, since the day when, beneath the breath of Bacon here, of Descartes in France, the idols of the Middle Ages had vanished from the human mind? Newton, Priestley, Cavendish, Davy, Hamilton, Darwin, Faraday, Maxwell, to name only the greatest among the dead, and how many others still could he name among the living, in that very assembly even, all classed among the initiators of modern thought, all geniuses of the first greatness, whose intuitions had cast light sometimes on the distances of the infinitely great, sometimes into the depths of the infinitely small. They had accepted the invitation, also, to salute in our midst our men of letters, our novelists, our historians, our philosophers, and, above all, our poets. For, if we were the positive and practical nation, we were also, *par excellence*, the poetical nation, and it was from our race that had bloomed the fairest flowers of poetry that humanity had breathed since the times of Greece; and he had said truly, he of France who had written of our Shakespeare: "le plus grand de tous les artistes qui avec des mots ont représenté des âmes." They had accepted, again, because they knew that here and from us they had much to learn. They knew that some of the superiorities of our race, made of the Norman graft on the wild Saxon stock; the virility of our education, the vigour of our muscles, and that of our characters, the solidity of our public spirit, its calm and reflecting way of proceeding by patient, unshakable, far-carrying resolve; our secular love of liberty, our fecundity in private initiative, being born, growing, and bearing fruit a little by chance, it seemed at first, like varied grains scattered on the soil without preconceived design, but ending always by meeting each other and co-ordinating themselves in the best interest of the public—such was the University of London, so young and already so powerful, which was first a body of examiners, and which had become a teaching body of so original a form, which united in the vast and supple network of its eight Faculties more than twenty different establishments, almost all born before her, and in which she had caused to circulate all the sap of modern science. Finally, they had accepted the invitation in the hope of making themselves better known among us. During the last forty years there had taken place in France a great effort for the progress and the diffusion of science, for a better management of national education. In what measure had they succeeded? It was not for them to say. Besides, they would be bad judges of it. But for some time past it seemed that, more than before, people came to them to see what they had done in those matters. Without presumption they could there recognize an indication that everything was not to be despised in what they had done. M. Liard proceeded to give a detailed account of higher education in France.

Sir A. RUCKER delivered an address on "English University Education." He pointed out the variety of organization, of administration, and even of educational ideals that underlay English Universities. Oxford and Cambridge were in their earlier stages ecclesiastical institutions, and it was not till 1871 that religious tests were abolished. The system of colleges he traced to the fact that both Universities were situate in comparatively small towns. Residence was an integral part of the system, and it was not till the nineteenth century that the theory was propounded that it mattered not when or how knowledge was got, so long as it was adequately tested by independent examiners. Whatever their distinguished guests might find either to applaud or to condemn in their present system, he would ask them to remember that they were visiting this country in the midst of a creative educational era. No fewer than six Universities had been founded or reorganized in the last six years. In London we were still engaged in what the future would regard as the work of preliminary organization. Amid all this change he had no fear that their guests would report that they had seen

"Custom starving Truth;
And blind Authority beating with his staff
The child that might have led him."

But he trusted that they would trace in the variety of our University systems and in the novelty of some of them, not the caprice of disorder, but an intelligent attempt to meet needs which were not exactly the same in town and country, in north and south, in the provinces and in London.

Prof. M. E. SADLER (Past President of the Modern Language Association) delivered an address on "French Influence on English Education." He said that it was one of the paradoxes of English life that we were at one and the same time so intensely national in spirit and so susceptible to foreign influences—susceptible, but not imitative, and he thought often most really impressed by the force of what was said abroad when we looked at first sight most obstinately insular and stubbornly unimpressed. We owed much in our intellectual and social life to the influences which had poured in upon us from Italy, from the Low Countries, from Germany, from Scotland and Ireland, from America; but from no country had the intellectual influence been so persistent, so penetrating, and so challenging to our many-mindedness as the influence from France. France gave us, at one of the most critical periods of our intellectual life, the form of our

University institutions. It opened the way to us to that great scholastic philosophy for which Paris was famous. No Universities in Christendom were so closely connected as Oxford and Paris. France gave us at the critical moment our mediæval University institutions and stimulated the most characteristic part of our mediæval philosophical thought. The next great wave of French influence touched the education of boys of the upper classes, and it culminated in the publication of Locke's "Thoughts on Education" a few years before the end of the seventeenth century. As we read Locke we felt ourselves in the presence of Montaigne, just as when we read Rousseau's "Emile" we found ourselves in the presence of Locke. That was the great chain of international influence. We saw in such an idea as Chesterfield's how potent was the influence of France in influencing the education of an English gentleman. He said: "The cultivated French gentleman is your ideal—a Frenchman who, with a fund of virtue, learning, and good sense, has the manners and good breeding of his country, is the perfection of human nature. This perfection you may, if you please—and I hope you will—arrive at." He would remind them of the persistent influence of Fénelon on the ideas of the education of girls in this country. At every great stage of English education it was French influence which had come in and touched us with its challenge.

A visit was afterwards paid to the new physical and chemical laboratories of the Royal College of Science, and in the evening receptions were held by Sir E. Busk, Sir W. Ramsay, Prof. Gardner, Dr. Waller, and others, at their private residences, which were attended respectively by the Professors of each Faculty.

Dinner at the Trocadéro.

In the evening the guests of the Modern Language Association dined at the Trocadéro Restaurant. Prof. SADLER, who presided, announced that he had received a message from the President of the Société pour la Propagation des Langues étrangères en France, sending his cordial felicitations and expressing the hope that that society might receive the Modern Language Association in Paris.

The toasts of "The King" and "The President," proposed by the CHAIRMAN, having been duly honoured,

Principal GREGORY FOSTER proposed in French the toast of "The Universities of France," coupled with the name of M. Liard. He praised the methods of the University of Paris in high terms, and said that the University of London would do well to profit by the example of her elder sister.

M. LIARD said he had been reminded only that morning of the close ties that existed between the two nations. On leaving the University a military gentleman had handed him his card and claimed relationship. "You, M. Liard," he said, "are Norman; and my ancestors came over with the Norman Conquest. There is but the difference of a vowel in our names." He had done little to deserve the encomiums he had received. He had, however, been exceptionally fortunate in having enjoyed the confidence of ten or twelve successive Ministries, and had therefore some experience of matters connected with Universities and with education. He was surprised that Principal Foster should have said that it was on the University of Paris that her younger sister, the University of London, desired to base her methods. The advice he would give was—don't. The University of Paris, it was true, dated from about the end of the eleventh century; but its ancient history might, after all, be forgotten. During the sixteenth, seventeenth, and eighteenth centuries it did not count for very much, and with the Revolution, as a matter of fact, the Universities of France disappeared, having fallen out of touch with modern thought, and become obsolete. It was Napoleon I. who made one immense University which extended to the confines of his empire; so that the French Universities, in reality, dated from modern times, and the new University of Paris had only enjoyed a few more years of existence than the University of London. Nothing had touched him more since he had visited England than to see upon the *menu* card of their dinner that evening the portrait of Corneille. He was in a position to enlarge upon that topic, as the other day he had attended the unveiling of a memorial to Corneille on the Place du Panthéon, and heard no less than sixteen speeches delivered in praise of that great man. But he would spare his audience. He drank to the health of the University of London, its progress and prosperity.

Lord FITZMAURICE, in proposing the toast of "Our French Visitors," said for the second time that day he must claim the indulgence of the French delegates while addressing them in their own language. We were all glad that our visitors had crossed the Channel. The most illustrious French poet of modern times, Victor Hugo, who lived for a number of years in Guernsey, had sung the praise of the Channel sea in delightful verse, but that rhythmic swell, that wild pulsation which had charmed the poet were the very things which he and they disliked. Mr. Spicer that afternoon had expressed the hope that the day was not far distant when our guests might reach our shores in the perfect calm and obscurity of a Channel tunnel. He had not the right to reveal the secret mind of the Government on that subject, even if he knew it, but there was one great obstacle in the way of the

realization of that project. Every nation had its phantom, and ours was a military one. Formerly it was feared that a French army might creep into England through the hole of a Channel tunnel; then it was a German army that was feared, then a Russian. But to-day it was the Chinese Army. We had been assured in the newspapers—and the newspapers never lied—that a Mongol army, after crossing Asia, burning St. Petersburg, destroying Berlin and the University of Paris, would occupy the pierhead at Calais, and, entering the tunnel, emerge at Dover. But those who had conjured up this dreadful picture forgot the French army, which in the vast plains between Tours and Poitiers would defeat this army and deliver us from a Tartar invasion.

M. RABIER responded to the toast. Mr. F. STORR proposed the toast of "The Schools," to which M. HOVELAQUE and Mr. A. T. POLLARD responded.

Mr. CLOUDESLEY BRERETON, in proposing the toast of "The Société des Professeurs de Langues vivantes and of the International Guild," said that as an old boy, in more senses than one, of a French *lycée* (he had entered a *lycée* when he was thirty), he was delighted to welcome the Professors. He bore testimony to the value of the Guild as a clearing-house of international friendship. To the classical masters in the two nations had been assigned the task of making the ancient world accessible. He looked on their guests as the honest brokers of modern civilization, nay more, as the *proxeni*, the unpaid consuls, who represented the foreign country in their own land. The professor of modern languages was an integral factor in the new diplomacy.

M. GARNIER and M. GAUTIER having replied, the company separated.

Visits to Schools.

Wednesday was occupied with visits to schools in and near London. In the morning the Modern Language Association guests were conducted in small groups to various schools and technical institutions, permission to visit which had been obtained through the good offices of the London County Council. The elementary school in Addison Gardens was greatly admired—the music and the lessons in French and natural history. In the afternoon Eton, Harrow, Mill Hill, and other schools in the neighbourhood of London were visited.

The University guests began with a visit to Spring Gardens, where they were received by the Chairman of the London County Council. They were then conducted over the Abbey by Canon Hensley Henson, and Westminster School by Dr. Gow. Thence they drove to Camberwell, where they visited the School of Arts and Crafts. Thence to Dulwich, where they were entertained at luncheon by Mr. Evan Spicer. The day was perfect, and our guests enjoyed to the full the gracious hospitality of an English country house. After lunch the College cricket field and the Dulwich Gallery were visited. For the evening a number of private dinners were arranged, and the day ended with a reception at the French Embassy, to which some two thousand guests were invited.

Visits to Windsor and to Holloway College.

Thursday morning was occupied with addresses delivered in the Great Hall by representatives of the different Faculties. The chief orators were Prof. E. A. Gardner, M. Croiset, Dr. Augustus Waller, M. Leger, M. Morel. A report of these addresses must be deferred to our next number.

In the afternoon the University guests travelled by special train to Windsor. They were conveyed in royal carriages to the Mausoleum at Frogmore, where a wreath was laid upon the tomb of Queen Victoria by M. Liard. They were then driven to the Castle and conducted through the State rooms by Lord Esher. Passing thence to the East Terrace they awaited their Majesties, who shortly appeared, accompanied by the young Princes and Princess Mary of Wales. Lord Rosebery, as Chancellor, presented to His Majesty Sir E. Busk, who in his turn presented the Senators of the University of London and the representatives of the French Universities, beginning in order with MM. Liard, Bayet, Rabier, Appell, Morel. After the presentation the King held a long conversation with M. Liard. The guests were then entertained at tea in the Orangery of the Castle.

The guests of the Modern Language Association were at the same time conveyed by special train to Egham to attend a garden party given in their honour by the Governors of Holloway College and the Principal, Miss Penrose. Some thousand guests were present, and refreshments were served on the Terrace. The Governing Body was represented by Lord Thring and Sir Charles Ryan. A letter was read from Prince Christian regretting his absence through indisposition.

Visits to Oxford and Cambridge.

Friday, the last day of the visit, was devoted to visits to Oxford and Cambridge. The Oxford visit was a long standing engagement, the invitation having been given by the President of Magdalen during his year of office as President of the Modern Language Association. The Cambridge visit was arranged by a University Committee, the chief promoters being the Masters of Peterhouse and of Caius College and Dr. Breul.

At Oxford, after a visit to the Bodleian, the party was conducted in groups to various colleges. All reassembled for luncheon at Magdalen

College, to which some hundred and fifty sat down. After the formal toasts, given by the President, the Vice-Chancellor proposed "The Guests," and recalled his visit to Montpellier as Public Orator and many other pleasant memories of French Universities. M. Liard proposed "The University," and was answered by Sir W. Anson. A garden party at Worcester College ended the entertainment.

At Cambridge visitors were met at the station by Mr. Roberts, representing the Vice-Chancellor, and driven to the Senate House, where they were welcomed by the Rev. E. S. Roberts, the Vice-Chancellor elect. They were entertained in groups at luncheon by the Vice-Chancellor, the Master of Trinity, and other heads of houses. After luncheon the Master of Peterhouse held a reception in Combination Room. They were afterwards driven in open carriages to the Pitt Club lawn at Ditton Corner, whence they witnessed the boat races.

ASSOCIATION OF HEAD MISTRESSES.

THE Annual Conference of the Incorporated Association of Head Mistresses was held on June 8 and 9 at the Clapham High School, by kind invitation of Mrs. Woodhouse, the Head Mistress. Miss F. GADESSEN, M.A. (Blackheath High School), the President of the Association, presided. After the delivery of the President's address and the transaction of formal business, the President moved the adoption of the annual report. Miss Gadesden referred to the two conferences which had been held, one at the Clothworkers' Hall last October, and the other in February at the Notting Hill High School. At both matters of wide educational interest had been discussed, and at both many and varied educational authorities had been brought together, thus affording a recognition of the aims and influence of the Head Mistresses' Association to take its place among the educational powers of the day. In the report would be found a memorandum on tenure drawn up and signed by representatives of the Head Mistresses' and the Assistant Mistresses' Associations, and she hoped the two associations would continue to work together in mutual good will and sympathy. Miss Gadesden read a letter from Prof. Sonnenschein, of the Classical Association, inviting all classical teachers in the United Kingdom to adopt a uniform method of pronunciation of Latin and Greek. This had already been done in many of the girls' schools. In conclusion, Miss Gadesden referred to the great pleasure she had experienced at receiving an invitation to the luncheon given by the Chairman of the London County Council at his house at Dulwich in honour of the French representatives from the Université de Paris and the Collège de France. She regarded the invitation as a distinct mark of honour to their Association, of whom she was the representative.

Miss CONNOLLY (Haberdashers' School, Hatcham) proposed:

"That, in view of the fact that women are directly interested and engaged in the work of education, which is now under the control of the State, it is of urgent importance that sex should no longer be regarded as a barrier to the exercise of the suffrage."

There was a danger that the great work of education, which was now controlled by the State, might be hampered and hindered because women have not political rights—women without votes were a negligible quantity. Women were on committees, but they were co-opted, not representative, members, and their words did not carry the weight they should. A woman might speak with knowledge and experience about health, sanitation, or the special needs of girls: what she asked might possibly entail outlay; she had been taxed for the money, but could not say a word as to its expenditure. All kinds of schools needed representative women with not only knowledge, but the power to carry what is right for girls. This would not be possible until women's political position was fully recognized. Women had with honour risen to the highest intellectual levels: they were now faced by a hindrance which impeded their progress and lessened their influence. Suffrage might be, as Shylock said, the "badge of his tribe," and of Mr. Birrell's minority; but it was not the badge of women, who had suffered unfairly in the past, and had now risen to do and to be according to their powers.

Miss DOVE, M.A. (Wycombe Abbey School), seconded the resolution, and said that the disabilities of women had become one of the crying evils of the present day. It was not always possible for women under present circumstances to live a decent life on account of the lowness of their salaries. This showed that we had not advanced beyond Euripides's idea that the life of one man was worth those of ten thousand women! Christianity taught that all souls were equal.

Miss BEALE, LL.D. (Cheltenham Ladies' College), said that in the resolution the suffrage was claimed on educational grounds. The underpayment of women went to the heart of all as a crying evil, and made every one earnest about the extension of the suffrage.

Miss L. SILCOX (Dulwich High School) said that all women engaged in public work had a grievance if they were excluded from all voice in State management.

Miss AINSLIE, B.A. (George Watson's Ladies' College, Edinburgh), suggested that the wording of the resolution might be with advantage

broadened. It implied that the necessity of the franchise had been borne in upon them for the first time by the present state of educational politics; that, however, was not the only ground on which the franchise should be demanded. She therefore proposed the insertion of the words "on educational grounds."

The discussion was continued by Miss BENTON, Mrs. BRYANT, Miss HADLAND, Miss DAY, Mrs. WOODHOUSE, and Miss OTTLEY; and eventually a resolution was adopted as follows:—

"That, in view of the fact that women are directly interested and engaged in the work of education, which is now under the control of the State, it is of ever-increasing importance on educational as well as other grounds that sex should no longer be regarded as a barrier to the exercise of the suffrage."

On a division, the resolution was carried by a large majority.

Discussion on Compulsory Afternoon School.

Miss BURSTALL, M.A. (Manchester High School), moved the following resolution:—

"That this Conference earnestly deprecates any attempt to force compulsory afternoon session on schools now working successfully under the system of a morning session, and unhesitatingly affirms its belief in the principle of freedom for the authorities of each school to arrange the hours of work in accordance with what they have found to be the physical, mental, and social needs of the pupils."

Miss Burstall said she had only to repeat the substance of the Association's memorandum presented to the Board of Education in 1902. She considered the head mistress on the spot was the best judge of the needs and dangers of the locality. The principles for the morning session were the claims of the home, the importance of girls returning home by daylight, their health during the period of growth, and time for organized games or for art study and music. The claims on a girl out of school hours were greater than those on boys, with a corresponding increase of pressure. An attack was being made on the long morning, but the head mistresses were the best judges of that. By a mixture of easier and harder subjects, and the system of the interval, the difficulties had been satisfactorily met. It was true there was a strain on the teacher, but that could be minimized by the variety of the work. The ideal of the high schools was freedom and responsibility—responsibility of the girl for her work, of the mistress for her teaching, of the head for the management. They had inherited this tradition—they must be true to the trust.

Miss COCKS (Redland High School) seconded the resolution. She thought there was a tendency to consider that one type of education was suited to all classes of girls, without regard to the different home environments. She regarded this as the clumsiest conception of education that could be possible. Its only recommendation was its beautiful simplicity. The application of the steam roller to level and press out all individuality and irregularity, reducing all types of schools to one level uniformity, was the danger which higher education had to face. The variety of the home must be taken into consideration; some children learn at home what others could only acquire from their teachers. People who paid high school fees of £16 to £17 a year were generally able to give their girls a home environment which was of inestimable value. To deprive such mothers of the companionship of their girls except for the sleeping and eating hours was to rob both girls and mothers of a large part of life's happiness, as well as of most valuable opportunities of mutual education. A mother of a girl attending a large middle-class school had said to her that her relation to her daughter was that of a hotel keeper! Time tables must give scope to home life. The lack of originality in the present day was the result of the over-teaching of boys and girls, and of too little being demanded of individual effort.

Miss BEALE stated that when she at first gave up afternoon school at Cheltenham there was a great outcry, and she returned to the old system only to find after a term's work that the parents preferred the morning session; and the morning session has been the custom ever since.

Miss FOXLEY (University of Manchester) was strongly in favour of the freedom of the afternoon. She had served in two schools: in the first there was compulsory afternoon attendance, and the girls' health was below the average. She was firmly converted to the view that girls ought to be free in the afternoon.

Miss OTTLEY (Worcester High School) and Miss KENNEDY (St. Elphin's, Darley Dale) both spoke strongly against compulsory afternoon school.

Miss WALKER (Roan School, Greenwich) was of opinion that it was a benefit to some parents to keep the children at school. She advocated freedom of choice in the matter, and thought that, if there were a double session, there should be a long interval between the two.

Miss MORISON (Truro High School) thought it was better to have the girls back to work under supervision if possible.

Miss GAVIN, M.A. (Notting Hill High School), emphasized the fact that "afternoon school" meant teaching—not merely games and preparation.

Miss BENTON (South Hampstead High School) thought that the

question of lunch should be very carefully considered. This could not be provided by the school for nothing, but it was a heavy charge on parents with, perhaps, three daughters at schools and with narrow means to pay 4s. per child per week. It was not desirable to encourage the bringing of lunch, as such meals were generally insufficient. The question of food was of paramount importance to growing girls.

Miss LEAHY, M.A. (Croydon High School), advocated freedom as long as there was efficiency. An efficient school had nothing to fear. The Board of Education did not bring up the question of efficiency, but that of health. But on the health side comparison need not be feared. Let the Board of Education come and see the girls and judge of their condition at the end of the morning. A girl who kept up her attention "strenuously" during a three to four hours' session was not often met with.

Miss FANNER, M.A. (Sale High School), drew attention to the fact that, if the Board of Education minimum was accepted, afternoon school was inevitable, unless some subject was omitted. That would mean leaving out some of the English work and Scripture—an alternative no one would welcome.

Miss HEWETT, B.Sc. (Walthamstow High School), was of opinion that the whole question depended on the class of girl. In some cases it was better to have the girls in the afternoon than to leave them to their own devices. In the urban districts of London especially the girls were often not well employed. The teaching in the afternoon could be in lighter subjects. She advocated compulsory afternoon work.

Miss CLAY (Queen's School, Chester) represented that compulsory afternoon school meant going home after dark, to which mothers objected, and this system would half empty the school.

Miss HOLME, M.A. (Carmarthen County Girls' School), doubted whether it was intended to compel the mistresses to teach in the afternoon; the Board of Education accepted preparation and organized games as attendance in school.

The PRESIDENT then put the resolution to the vote, and it was carried *nem. con.*

Miss BURSTALL proposed, and Mrs. WOODHOUSE seconded, the following rider to the resolution:—

"That this Conference instructs the Executive Committee to draw up a memorial on this matter to the Board of Education and to support it by statistics."

The statistics should state the school, and whether the head mistress was in favour of a free afternoon; if she had had experience as a girl of afternoon school, and what her opinion was.

This was carried.

On Saturday morning, Miss BEALE, LL.D., addressed the Conference. The address will be printed for private circulation.

Certificates of Religious Knowledge.

Miss OTTLEY (Worcester High School) asked that the resolution standing in her name on the agenda, viz.:

"That there is a demand for a certificate of religious knowledge for teachers in secondary schools, and that it be an instruction to the Executive Committee to appoint a sub-committee to consider the subject,"

might be taken in two parts, as she was not personally responsible for the second portion. Now that the old home Bible teaching was dying out, the high schools had a greater responsibility in the matter. The spirit wanted in Divinity teachers was not to be attained by any amount of study or any kind of examination; but ignorance of the fundamental facts of great religious truths was too prevalent. Freedom must be given with regard to the reading for the examination. Many would be satisfied with the Cambridge Higher Local Group; others wanted more. The beautiful Free Church Catechism and the Catechism of the Church of England were treasures for any child's possession; therefore she strongly advocated a broad selection of schemes of study and of books. The teacher must be enthusiastic. Therefore, she moved:

"That there is a demand for a certificate of religious knowledge for teachers in secondary schools."

Miss DOUGLAS (Godolphin School, Salisbury) seconded the resolution. She observed that it was easier to say that better religious training of teachers was desired than to say how this was to be ensured. She suggested that, when girls decided to adopt the teaching profession, they should be urged, if they wished to teach the Bible, to begin to prepare themselves at once for this supremely important duty. If religious education was neglected at home, every opportunity should be utilized to encourage girls to study their Bibles at school.

The first part of the resolution was carried, with three dissentients, as was the second part, with the addition of a rider, it finally reading as follows:—

"That it be an instruction to the Executive Committee to appoint a Sub-Committee to consider the subject, and that the Sub-Committee be instructed to confer with representatives of existing Committees which have arranged suitable courses of lectures, and to report on the various certificates which may seem suitable for teachers of religious knowledge in schools."

Report of Meeting of Members of Education Committees.

Miss BURSTALL (Manchester High School), Chairman of the meeting of members of Education Committees held on Friday morning, reported that the following resolution had been carried, on the proposal of Miss Heppel (Bromley Education Committee), seconded by Miss Heron (Leicestershire Education Committee):—"That the Conference be requested to send representatives to the meeting on Thursday, June 21, to support the Local Authorities (Qualifications of Women) Bill," the appointment of the representatives being left to the President. Miss Krabbé (Herefordshire Education Committee) had read a paper on the special difficulties in providing for secondary education in rural areas. Miss Ottley (Worcestershire Education Committee) had introduced the subject of municipal secondary schools, the discussion being taken up by several members. Miss Escott (Sheffield Education Committee) had introduced the subject of scholarships from public elementary schools, moving the following resolution, which had been seconded by Miss Blackmore (Cornwall Education Committee) and carried:—"That it is desirable that a better standard, both intellectual and physical, be required for scholars passing from elementary into secondary schools." The feeling of the meeting in regard to the physical standard had been so strong that, on the proposal of Miss F. E. Tooke (Gateshead Education Committee), seconded by Miss Rees (Willesden Education Committee), the following resolution was carried *nem. con.*:—"That the Board of Education be asked to urge the Local Authorities to have a medical inspection by their own officer of all successful candidates for scholarships before the scholarships be finally awarded." Some general discussion on the work to be done in elementary education by women members of Education Committees had concluded the meeting, which had been marked throughout by helpful statements of experiences and difficulties from members representing very varied districts, twenty-two being present out of a possible forty-five.

The report was adopted.

The Kinds of Training available for Women Secondary Teachers.

Miss GAVIN, M.A. (Notting Hill High School), introduced the subject of the kinds of training available for women secondary teachers, and proposed:

"That this Association accepts no system of training as satisfactory in which the theoretical work of the student is not supplementary to the practical work."

Miss Gavin said that much now passing current as training was not training, and brought discredit on the name. The Association ought to demand that after a year's training a student should be able to teach in some measure, and not merely take an intelligent interest in her profession. The apparent success of the training given in the training colleges for elementary teachers led to the adoption of a somewhat similar form when the question of training secondary teachers arose thirty years ago. The problems, however, were far from similar. The elementary teacher of thirty years ago began his career as a pupil-teacher; in his college course he had to study what to teach, as well as how to teach it, and his instruction in method and theory came after he had acquired a practical knowledge of the "difficult and perplexing art" of teaching. When the young graduate of to-day finished her University course she knew nothing less than she knew children. What she required was an opportunity of becoming familiar with children. The training college failed to provide this opportunity, even whilst it afforded a practising school, a demonstration and practising school, or an opportunity of practising in ordinary schools, elementary and secondary. An experiment in training in which the speaker was personally interested, because it seemed to her the best yet evolved, had been initiated three years ago by certain schools fortunately situated with regard to a local University, the schools undertaking, in co-operation with the University, the practical training of a strictly limited number of students. She had found the greatest difficulty in the way of this scheme to be the inordinate demands of the examination syllabuses, which had been drawn up to suit the courses given in the training colleges.

Miss HASTINGS (Wimbledon High School), in seconding the resolution, referred to a scheme in which eight of the schools of the Girls' Public Day School Trust are associated with the University of London in giving practical and theoretical training to graduates or women of equivalent educational standing.

Miss REES (Brondesbury and Kilburn High School) described the work of the Maria Grey Training College; Miss FRODSHAM, B.A. (St. Saviour's and St. Olave's Grammar School for Girls), described training in a residential training college; Mrs. WOODHOUSE (Clapham High School) described training in a training department attached to a school; Miss LATHAM (St. Mary's College, Paddington) spoke of the work done in what she suggested should be called a "training centre" rather than a training college. Miss BURSTALL gave an account of an experiment in the University of Manchester, in which theory and practice were associated; and Miss HAIG BROWN, M.A. (Oxford High School), advocated training in a secondary school, in co-operation with the training department of a University.

After some discussion, the resolution was carried.

Consideration of State Action with regard to Education.

Mrs. BRYANT, D.Sc., Litt.D. (North London Collegiate School for Girls), opened a discussion on the crisis in the history of educational development and the proposal to abolish the Register of Teachers. Having reviewed some of the difficulties which had confronted the Consultative Committee and the Teachers' Registration Council, she said that the practical policy of the moment was to try to save the principle of the present Register, which provided for some definition of qualifications in the higher branch of the teaching profession not provided for otherwise. Registration was most required for teachers with higher qualifications—with a University degree or its equivalent. The condition of service in a particular kind of school was the only genuine grievance against Column B. The abolition of that condition of service gave a sufficiently simple form of Register which would yet be open to every one with the two kinds of qualifications, and some service in a training college. In this practical country practice would always be valued at its true worth. She therefore proposed the following resolutions:—

"I. That this Conference deeply regrets the Government proposal to abolish the Teachers' Register, believing that the confusion of ideals as to qualifications, and the depreciation of the teacher's status consequent on its abolition, would cause much injury to the secondary education of the country.

"That the Conference therefore desires to see Clause 36 of the Education Bill amended by the addition of words the effect of which would be the formation of a Register containing in alphabetical order the names of all teachers of approved training, with qualifications as to learning not less than those required for a University degree.

"That the duty of forming and maintaining such a Register should be referred to a Representative Professional Council with powers of co-optation.

"That all persons whose names are on Column B of the existing Register should be admitted without question or further fee to this reformed Register; and that the monies already paid for registration by such persons shall be paid over to the Council upon trust, (a) to place upon the new Register the names of those who desire to be so registered; and (b) to return the fees paid for registration in Column B to those who do not desire to be so registered.

"II. That, in the event of the enactment of Clause 36 without such amendment, action should at once be taken for the establishment on a voluntary basis of a Teachers' Register on the lines described in Resolution I.; and that this Conference desires to co-operate with other educational associations and with the Universities in steps to that end.

"That in the constitution of a Registration Council, apart from the State, the sanction, as well as the assistance, to be derived from a representation of the Universities is, in the opinion of this Conference, of fundamental importance.

"That in the formation of the Register three characteristic conditions should be observed:—(a) The standard of learning required should be that of a University degree or its equivalent; (b) the purpose for which the teachers are accredited should be that of fitness to instruct children and young people of school age; (c) service in any particular type or class of school should not be required.

"To the fulfilment of each of these conditions this Conference attaches importance, and, in view of the facts, desires to emphasize specially (c)."

Mrs. WOODHOUSE, in seconding these resolutions, said that the Register had had three results: improved efficiency of all schools; higher appreciation of the value of professional training; and a higher standard of academic attainment on the part of the teachers. Nine hundred teachers had raised their qualifications in one and a half years, and there was a clearer understanding of the means for organizing national education. It was not a question affecting a certain type of school, but a national question. There was no longer the great cleavage that once existed between elementary and secondary schools.

The resolutions, on being put to the vote, were carried unanimously.

Some Recent Experiments in Education.

Miss COULTER (James Allen's School, Dulwich) read a paper on "Gardening and Garden Laboratory." This was followed by a paper by Miss MCCROBEN, M.A. (Wakefield High School), on "Geography Teaching and Apparatus." Miss GRAY (St. Paul's Girls' School) and Miss LEAHY, M.A. (Croydon High School), spoke on "Domestic Economy Classes in connexion with School Work"; and Miss ESCOTT (Sheffield High School) read a paper on "Class Teaching as applied to Beginners in Music."

On the proposal of Miss JONES (late of the Notting Hill High School), seconded by Miss DAY (Grey Coat Hospital, Westminster), the following vote of thanks was carried:—

"That the cordial thanks of the Conference of the Association of Head Mistresses be given to Mrs. Woodhouse for inviting the Conference to Clapham High School, and that Mrs. Woodhouse be specially thanked for her hospitality and for the admirable arrange-

ments made by her and her staff for the convenience and comfort of the members of the Conference."

After a vote of thanks to the President for presiding, the proceedings terminated.

Mrs. Woodhouse and the Council of the Girls' Public Day School Trust held a reception in the garden of the High School during the afternoon, which was largely attended.

INCORPORATED ASSOCIATION OF ASSISTANT MISTRESSES IN PUBLIC SECONDARY SCHOOLS.

AN Extraordinary General Meeting of the Association was held on Saturday, May 26, at King Edward's High School for Girls, New Street, Birmingham. The chair was taken by Miss LAURIE (Ladies' College, Cheltenham), in the absence of the President, Miss Skeat (Chester).

Miss STONEMAN (Notting Hill High School), Secretary of the Information Sub-Committee, reported that this Sub-Committee had been formed to collect and tabulate information as to the action of Local Authorities with regard to secondary schools for girls. The Branches had been asked to appoint local committees to collect such information in their own districts: nearly all had already done so, and most had begun their work, from which valuable results were anticipated.

Miss HODGE (Notting Hill High School) reported the formation of the Federal Council of Secondary School Associations, under a constitution which the representatives of the A.A.M. regarded as wholly satisfactory. A resolution was passed expressing the deep gratitude of the Association to Miss K. T. Wallas for her long and most valuable services as their representative on the Federation Committee, and their regret at losing her.

Teachers' Register.

The HON. SECRETARY then read the following memorial on the Abolition of the Teachers' Register, which had been drawn up by the Committee to be sent, if the meeting adopted it, to the President of the Board of Education:—

"The A.A.M. has noted with deep regret the proposal contained in the Education Bill now before Parliament to abandon the Teachers' Register. The Association considers that such action would be a serious blow to the progress of education.

"In the short time that the Register has been in existence it has already proved of service to the whole body of secondary teachers, having beneficially affected all types of secondary schools, in spite of the fact that teachers in private schools are less open to influence than teachers in public secondary schools.

"Among the benefits which have already resulted from the Register are the following:—

"1. It has had a stimulating effect on individuals, causing them to seek a higher standard of academic attainment than heretofore.

"2. It has been the means of inducing many women graduates to supplement their academic acquirements by a course of specialized training for their profession.

"3. It has promoted, if not called into existence, additional means of training.

"Thus it has undoubtedly tended to raise the dignity and efficiency of the profession. At the present moment, when the education of the country is largely undergoing reorganization, it would seem especially desirable to secure a high standard among teachers, while, as a guide to their selection, the existence of a list of those who are adequately qualified has proved of value to those who are responsible for the staffing of schools.

"The Association therefore earnestly desires that the possibilities of usefulness inherent in the registration movement should receive due recognition, and that, in lieu of the retrograde step of abandoning the Teachers' Register, means should be taken to reconstruct its provisions and to promote its development on lines acceptable to the profession as a whole, and consistent with permanent efficiency."

The memorial was proposed as a resolution by Miss VERNON HARCOURT, seconded by Miss W. SLATER, and carried unanimously.

Women's Suffrage.

Miss BANCROFT (Redland Court High School, Bristol) reported that the A.A.M. had been invited by the National Union of Women Suffrage Societies to appoint a representative to attend the deputation in favour of women's suffrage which the Prime Minister had consented to receive on May 19. The Committee had not thought themselves entitled to commit the Association to any definite line of action without consulting the General Meeting, since the question might be considered outside the province of an educational association. They asked for directions from the meeting in case they should receive any similar invitation at some future time.

Miss BANCROFT proposed:

"That, the State having assumed the control and direction of primary, secondary, and technical education, it becomes of vital importance that the sex barrier to enfranchisement be removed, in order that the views of women shall be represented in our national system of education."

She said that, in the present relation of the State to education, the question of women's suffrage concerned members of the A.A.M. not only as women, but as educationalists. Women, lacking the force of the vote, were not adequately represented on the bodies which framed their conditions of work. Only the minimum number of women was usually co-opted on Education Committees, and these were not always experts in education. The evil effects of such a system had already shown themselves in girls' schools under public control.

Miss M. THOMSON (King Edward's Girls' Grammar School, Camp Hill, Birmingham), seconded the resolution.

Miss OAKESHOTT (Leeds High School) said that the question was outside the scope of the A.A.M. as an educational association, that many of its members disapproved of granting the suffrage to women, and that those who desired it could find ample opportunities of expressing their views through other associations. She moved the following amendment:—"That, the whole question being so wide and important, it is not advisable to pass any resolution upon it until it has been discussed by the Branches." Miss M. JULIAN seconded the amendment, which was put and lost.

More discussion followed. It was clear that the meeting, while in general sympathy with the cause of women's suffrage, strongly disapproved of some of the methods by which it has recently been supported, and would not sanction any action to be taken conjointly with bodies which had used them. The Hon. Secretary assured the meeting that, if Miss Bancroft's motion were carried, the Committee would not desire or consent to associate the A.A.M. with any but orderly and constitutional methods. Miss Bancroft's motion was then put and carried by 49 votes to 10.

Miss LAURIE then read a paper on "The Importance of Plant Geography in the Teaching of Botany."

Votes of thanks were proposed and carried by acclamation to Miss Laurie for her very interesting paper and for kindly acting as Chairwoman, and to Miss Creak and the staff of King Edward's High School.

At the afternoon meeting, held at Edgbaston Church of England College, Miss VERNON HARCOURT read an interesting paper on "A Visit to some Schools in Germany and France."

Votes of thanks were proposed and carried by acclamation to Miss Vernon Harcourt for her paper; to Miss Thomas for her kind hospitality, and to the Midland Branch for their admirable arrangements and hospitality.

COLONIAL AND FOREIGN NOTES.

FRANCE.

France, like some other countries, is awakening to the fact that the future of a race depends no less on the education of its women than on that of its men. Of course, against higher education for the former the usual trite arguments are advanced: that it unfits them for maternity and domestic life, and so forth. Yet not a few Frenchmen understand that it is but the continuation of that salutary discipline of body and mind which the school begins, and that a woman is as capable of being educated as a man—to the same extent and with no more harm to her physical efficiency. Some French professors would organize a special higher education for her. The Société d'Enseignement supérieur, on the other hand, has passed the following resolution:—"For higher education properly so called young women, like young men, should follow the ordinary courses and lectures of the University. It is not expedient to create Universities for women." If women desire to study, they have, it seems, only to apply to the Universities and enrol themselves for the courses that suit their wants. Thus at Caen there are at present thirty-five French or foreign women students entered on the books of the Faculty of Letters. At Caen, too, by way of protest against the law that excludes women from representation on the University Councils, Mlle. Decroix, of the *lycée de jeunes filles*, has been put forward as a candidate for a vacant seat in the Conseil académique. She has, moreover, gained a majority of votes, men being her nominators and supporters; from which it would appear that the law will have to be altered.

The *inspecteur d'académie* of Morbihan has addressed to those concerned a circular in which he lays down that the conferences between head masters and assistant masters usual in some schools are to become general and obligatory. They are to take place every quarter in the last week of March, June, September, and December. The head master will preside by right. He will ask the opinion of masters and mistresses upon matters of discipline and study. All are to express

Masters' Meetings.

their views freely and simply, without any thought but of mutual help. The schools in question are French primary schools; but we trust that these meetings for the frank interchange of thought are now held everywhere. When the head is in sympathetic communication with his assistants, and they with one another, more than half the difficulties of a school are wont to disappear.

GERMANY.

We confess that on the subject of titles we do not see quite eye to eye with our German kinsfolk; nevertheless, we record the various "movements" with regard to them for the benefit of curious readers. It is the ladies that

Mrs.
or Miss?

now are coming to their titular due. Some time ago the school authorities of Vienna resolved to bestow even on unmarried women teachers the title of "Frau." The Prussian Kultusminister has lately been moved by a similar spirit. He has conferred on Fräulein Wentscher, Head Mistress of the Königin Luise-Stiftung at Berlin, the official title of "Frau Direktorin." No one will grudge such distinctions to those who care for them; they may even serve to emphasize the fact that a woman can merit social honour when single no less than when married. But, as we have said, we set not such store as the Germans by titles of any kind.

Their habit of mind in another respect seems to us more admirable.

Polytechnics
once more.

They are the most scientific of nations. They will make you a science of anything. If touching any matter there is an accumulation of experience that can be ordered with an instructive result, then, they hold, there is a science of that matter. And the matter viewed as a field of activity to which a man may legitimately devote himself is called a *Fach*. In England we hear doubts expressed as to the existence of a science of pedagogy. At Giessen or Königsberg the sceptics would be ranked with peasants who did not believe in a science of chemistry. There is a science of boy-training, just as certainly as boy-training is a *Fach*. But your German knows dozens of others. For example, he is busying himself greatly just at present with the Science of Railways, which embraces such subjects as geology in relation to railway-cutting, the management of railways, and railway law. If we wanted *Eisenbahnfachwissen-schaftliche Vorlesungen* (lectures on the Science of Railways) in England, we should hardly know where to seek them; they are being given this summer at Berlin, Breslau, Frankfurt a.M., and Köln. To deal with these practical sciences is the function of the great technological institutions of Germany. We hear some one objecting that they are best learned by actual practice, that the Science of Railways, e.g., is most profitably studied in a railway workshop. Now the answer is that other civilized nations do not think so. There is such a flocking of foreign students to the German polytechnics that a new ministerial decree imposes a tax upon them, and in future every non-German student of a technical *Hochschule* must pay £2. 10s. a half-year for the privilege of attendance—a clear proof, is it not? that polytechnics are useless.

A suggestion having been made that Prussia should, like Austria, fix an age limit, which reached, a professor should be compulsorily retired with a pension, the Kultus-ministerium took the opinion of various University

No Age Limit
for Professors.

senates upon the subject. The idea was received with so general a disfavour that it has been decided to abandon it. And, indeed, elderly men differing much in the measure of physical and intellectual vigour that they retain, a hard and fast line might seem to run counter to the logic of facts. On the other hand, it would be difficult to prove that a loss of efficiency brings with it a desire or willingness to abdicate. Nor do we feel sure that the Ministry consulted the right people. If we wished to ascertain whether bishops ever became too old for their work, we should hardly ask for the judgment of the episcopal bench.

It was in a country school, the teacher of which notoriously had little of knowledge and no zest in imparting it. The inspector, by way of beginning the examination, gave out the hymn: "Unser Wissen und Verstand ist mit Finsternis umhüllt" ("Our knowledge and understanding is shrouded with darkness"). The schoolmaster, not without reason, suspected an allusion to the state of learning in his domain. When the inspection had somehow or other been got through it was his turn to prescribe the vocal exercise. He bade the children sing from a well-known hymn the stanza beginning "Ihr Hölle-Geister packet euch, ihr habt hier nichts zu schaffen" ("Away, infernal spirits! ye have nought to do here"). "Did you mark how they caught my point?" said the inspector to his companion, as he retired with a self-satisfied smile.

AUSTRIA.

Austria has for some time acknowledged in principle the right of women to follow higher studies at a University or polytechnic, and not a few women have used the right. But there has been a lack of schools for preparing them, and little employment open at the end of their studies.

Women
Students.

A recent decree does nothing to rid them of these grievances; but it collects and harmonizes a number of precedent regulations and makes the situation clear. Women, it says, are admitted as regular hearers (*ordentliche Hörerinnen*) in the philosophic faculties on exactly the same terms as men—they must have the leaving certificate of a *Gymnasium*. They may become non-regular hearers (*ausserordentliche Hörerinnen*) if they have been through a training college for women or one of the town or private *Mädchenlyzeen*. Without either of these qualifications they may take special lectures or courses of lectures as occasional students or guests (*Hospitantinnen*); but they gain no rights by doing so. It appears that financial reasons delay the projected establishment of *Gymnasien* for girls, which alone will give them equal opportunities with boys.

In spite of the difficulties to be overcome, women are inscribed on the rolls of all the eight Austrian Universities. Of those Universities the greatest by far is that of Vienna, where more than a third of the students in the country are gathered. In the winter Semester 1905-6 the number of them was 7,937, of whom 231 belonged to the Faculty of Theology, 3,425 to that of Law and Political Economy, 1,519 to that of Medicine, and 2,762 to that of Philosophy. The small following that Theology attracts is somewhat remarkable, although from parts of Germany, too, come complaints of a lack of theological students. Whether to draw them or to deter them from coming to Vienna the Professor of Homiletics there has introduced a startling innovation into his *Seminar*. A phonograph is employed to take down and reproduce the practice sermons of candidates for holy orders, so that their attention may be drawn to constantly recurring faults and they may be assisted to cure them. The notion we hold to be a good one, provided that due care is taken to destroy the records as soon as their task is done. It is said that the phonograph has also been found serviceable at Vienna in the study of comparative philology. The instrument seems "to have a future"; but we have not yet heard of any English teacher bold enough to let its irritating mimicry of human utterance resound in his class-room.

UNITED STATES.

There has lately been celebrated the twenty-fifth anniversary of the founding of Tuskegee, the famous institution for negro students over which Booker T. Washington presides. It was formally opened on July 4, 1881, when its one teacher and thirty students met in a half-ruined hut. Soon afterwards an abandoned plantation was bought for the school, which grew steadily under its active young Principal. Now it owns a great farm of 2,500 acres, with 400 head of milch and working cattle, 200 horses, well-stocked poultry yards, an immense apiary, and thousands of orchard trees, the farm producing all the food needed for the 1,500 students and 150 teachers that the school of to-day comprises. Among its eighty-three buildings are wagon shops, a sawmill, a harness shop, a tailor's shop, a printing office, a model laundry, and a tinning establishment, all designed by a negro architect and built by negro student labour; for the education that is found most suitable for the coloured race is education through work to work. President Booker Washington has toiled a quarter of a century in providing it, without overcoming the prejudice against his skin. He rides in the Jim Crow cars, and sometimes finds the use of a hall refused to him for his meetings. Yet, patient and uncomplaining, he continues his task. The silver jubilee of Tuskegee may serve as an occasion for sending him a word of greeting from England, with congratulations on the past and hopes for the future.

Whatever brings life into school studies has an interest for those who love the young. The commonest objection to the teaching of Latin is that the Romans, their language, and their institutions are dead. At the East High School of Rochester, New York, a method of quickening the lifeless forms has been successfully pursued during the last three years. We give, from the *School Review*, a few particulars of the process employed. Since every American child has a sort of instinctive taste for politics and elections, the eight hundred and fifty boys and girls that take Latin are organized into a mimic Roman State, and reproduce the features of a political campaign and election at Rome. Every Latin pupil is a member of the State. As a first step in the organization of it, each of the twenty-nine sections, or forms, represents one of the trade guilds (*collegia opificum*), such as the *aurifices*, the *fullones*, or the *tonsores*. Each guild chooses from among its members a *princeps*, or president, who in his turn appoints four *magistri*, or master workmen, the rest of those in the form being apprentices. The class-room becomes for the guild its *curia*, or local place of assembly, where rules of membership are drawn up and choice made of a guardian deity and of a *patronus*. Although the ancient guilds were not political, they serve as useful instruments in forming the State—a business undertaken by the *princeps*, with the aid of the *magistri*. It is the *princeps* that assigns to every member of his guild a Roman name, with its three parts. Each pupil keeps his name for a year, and

A Roman State.

is expected to investigate the life of the man whose name he or she bears. Having received their names, the young Romans are classified as citizens by birth, citizens by naturalization, or citizens by manumission, the largest number being in the first class. They are then enrolled successively in the four great political units of *curia*, *tribus*, *classis*, and *centuria*, on the basis respectively of birth, geography, wealth, and age; only, with a somewhat daring innovation, birth is estimated by scholarship, which determines whether a pupil shall be ranked as patrician or plebeian. Of the eight hundred and fifty citizens ninety are patricians—a number chosen to secure a multiple of three (the number of patrician tribes), and of thirty (the number of *curiae* in these tribes). Each *curia* elects its *curio*, and the thirty *curiones* a *curio maximus*. The *curiae* meet as *comitia curiata*, and after the election confer the *imperium* by a formal act upon the officials designated by the popular assemblies; it is the earlier form of the *comitia curiata*, composed solely of patricians, and wielding a really effective power of ratification, that has been adopted.

The division into five *classes* on the basis of wealth is represented by grouping the pupils according to their "years," the "Virgil classes" forming the *prima classis*, the "Cicero classes" the *secunda classis*, and so on. But fictitious property to the legally required amount is allotted to each citizen. The resolution of Roman citizens into *centuriae* of *juniores* and *seniores* is expressed by forming the girls into *centuriae* of *juniores* (seventeen to forty-five years of age) and the boys into *centuriae* of *seniores* (forty-five to sixty). For the fourth division into thirty-five tribes, on a basis more or less geographical, there could be no natural representation; for each tribe must contain both *juniores* and *seniores* from all five classes. To obtain this result, and at the same time to equalize the numbers in the tribes, the several *principes* were instructed to begin at different points in the alphabetical lists of tribes, and assign one boy and one girl to each tribe in order, until the *collegium* was exhausted. This process insured the formation of thirty-five tribes each composed of from twenty to thirty members, comprising representatives from each of the five classes, and equally divided between *juniores* and *seniores*. As soon as a pupil had been assigned to a tribe he incorporated in his name the abbreviated name of his tribe. Moreover, he received some fixed town of residence. Now the various divisions are complete. *Comitia centuriata* are organized on the reformed tribal basis; *comitia tributa* are constituted, as also is a *concilium plebis tributum*, made up solely of plebeians. Canvassing may begin and elections be held.

That this vivifying of instruction in Latin has real pedagogic value we for our part are quite convinced. And a proof of its value is seen in the effect on the youthful Romans. M. Terentius Varro writes a Latin biography of himself in which, while preserving the main features of the life history of his namesake, he also gives to fancy its free play, and indulges in sarcastic reflections on his contemporaries. Or M. Tullius Cicero inveighs in Latin against the turpitude of his political opponents. Mass meetings are held in support of rival candidates. Blackboard space is in demand for Latin inscriptions of a partisan character. In short, the enthusiasm of youth is awakened no less keenly by an imaginary than by a real contest. The use of imagination in the school-room is too often underrated. But the teacher (who seems in this case to be Mr. Mason D. Gray) that can stir it to such vividness must be of unusual gifts. And methods as methods are for normal men. Yet those who love classical studies may endeavour, each according to his powers, to give to them the meaning and vitality that are needed to maintain them in honour. The death that threatens them is from dead teachers.

As we reported, the annual meeting of the National Educational Association was to be held this year at San Francisco. It has been decided to abandon the gathering by way of expressing sympathy with the afflicted city. We confess that we do not quite follow the reasoning. If these assemblies are not held for the good of education, they are sheer futilities that might properly be abandoned for ever; if they are, why should the earthquake be allowed to damage an interest more precious than any buildings, or even than many lives? Perhaps the difficulty of arranging a meeting elsewhere has weighed with the Executive Committee no less than the sentimental consideration. Yet surely that was not insuperable to American energy.

Slowly education is coming to its rights. By a recent vote of the Faculty of Arts and Sciences, says the *Educational Review*, the instructors in education at Harvard University were constituted a "Division of Education" of co-ordinate rank with other divisions of the Faculty. Heretofore the instructors in education have been affiliated with the Division of Philosophy. Besides assigning to education its appropriate place among other University studies, this vote evidently indicates that Harvard University intends to develop the study of education and the training of college-bred teachers as rapidly and as comprehensively as its resources permit.

NEW ZEALAND.

We had been reading how at Dunedin the New Zealand Premier spoke about the present system of paying teachers in proportion to the attendance at their schools. What he said was:—"The Government policy includes provision for an increase in teachers' salaries on a fixed basis. The present system is rotten. They are paid on the average attendance, and, if there is an epidemic, or if a settler changes his location, the teacher has to suffer a reduction of salary. There should be a fixity of salary all round." Then came the news of Mr. Seddon's tragically sudden end. We may perhaps be allowed in this column to pay one humble word of tribute to the dead statesman. Owning but a small debt of gratitude to the school, he was nevertheless always a friend of education. His memory will be cherished by all who have realized the imperial mission of the British race to diffuse knowledge, freedom, and a love of justice.

CAPE COLONY.

The official *Gazette* reports the death of Mother Cecile, of Grahamstown, a woman who was the most notable worker for education that the Colony has known. Annie Cecile was the youngest child and only daughter of Captain Isherwood, upon whose death when she was sixteen years of age she went to live with his old friend Sir James Brown, then Governor of the Military Academy at Woolwich. Resolving young to labour for the good of others, she withdrew from the allurements of social life, and attached herself for two years' training to the London Deaconesses, doing parish work under their guidance. Presently she began to hope for service in some foreign field. Thus when Bishop Webb came to England looking for helpers she gladly offered herself to him. His diocese was Grahamstown, whither she now proceeded, landing in Cape Colony in 1883, when she had just completed her twenty-first year.

Then began a career of extraordinary activity. At Eden Grove, or St. Peter's Home, as it was renamed, the English lady gathered round her a zealous band of women workers. At first her task was what is called district work. Soon it appeared that the establishment of a school for the education of the poor would be an efficient means of benefiting them. Mother Cecile set herself to establish one. She began with one little girl as a pupil and herself as sole teacher. But the school grew and prospered, until it was merged in the Good Shepherd Mission School. Simultaneously with it there arose a Children's Orphanage, and a school for children of a higher social class, the latter named St. Peter's School. More and more closely did she now apply herself to the problems of education in the Colony. In 1894 the training of pupil-teachers was taken up on a regular system, practice in class-teaching being given at St. Peter's School and at the Good Shepherd Mission School. In the same year a day school for girls was opened in King William's Town; it was conducted with success until it was handed over in a flourishing condition to the Public School Committee of the town. Native education next engaged Mother Cecile's attention. She founded a Training School for teachers of natives at St. Matthew's, Keiskama Hoek, providing suitable class-rooms, as well as a large boarding-house for girl pupils, and conducting a practising school. Like the other institutions due to her initiative or personal toil, the Training School thrived, inasmuch that the accommodation became insufficient for the number of students. Visiting Europe, Mother Cecile collected the necessary funds for an enlargement, and her Training School, now become the Training College, received new class rooms. With her buildings and the property transferred to her for the purpose of endowment it seemed as if the whole quarter of Grahamstown about St. Peter's would pass into her hands.

Memorable and of far-reaching utility, this work of hers for Cape Colony had been done in twenty-two years. She died when only forty-three. Naturally strong, she came nevertheless to suffer from an internal ailment, and succumbed to it in England after an operation. Those who knew her in life praise her mastery of general principles, her power of inspiring others, and her quick sympathy with their difficulties. Her readiness to do the thing that lay before her needing to be done will be apparent to all who read even this scant chronicle of her achievement. She must have possessed in a rare measure the skill to organize and to govern. But this attracts us most to her: seeing the true mission of her country as a bearer of the torch of civilization, she took education to be the field of her labour. In a remote land, away from the cherished scenes of her youth, she taught and trained others to teach. Hers is a career entitled to some record in a journal of education; hers is a memory that should prove a continual inspiration to those who come after her. This was a woman worthy of her Imperial citizenship.

CHINA.

We talk so much of the future of Japan that we are liable to forget that China has also a future—a future in which English and Japanese influences will further the cause of progress. Hitherto, in the matter of education (the field of activity with which we are concerned) China has been dominated by the Competitive Examination, those who desire to serve the State subjecting themselves to periodic tests wherein with essays and poems they show their knowledge of the early Chinese sages and their skill in imitating the style of these masters. It is true that life itself is a competitive examination; but then it does not turn upon Confucius. This important limitation of a general truth has at last been brought home to the Chinese mind. In accordance with two recent Imperial decrees, the State literary examinations are to be dropped from 1906 onward; those who are ambitious of office must henceforth prepare themselves for it by attending some educational establishment of a modern cast. England has sometimes been reproached with having a touch of China in her methods. Those who think the charge just will rejoice in the possibility that Chinese developments may now react upon us.

TEACHERS' GUILD NOTES.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE associations of secondary-school teachers in England are all up in arms against the proposed abolition of the Teachers' Register. Their protests, which have been forthcoming "thick as autumnal leaves . . . in Vallombrosa" during the last six or seven weeks, would, if collated, form an unanswerable objection to Clause 36 of the Education Bill. Starting from more or less different points of view, they all converge on one main point—that the abandonment of the Register will be a disastrous setback to the movement in the direction of the formation of a profession of teachers. We, of the Guild, have examined the conclusions of the Memorandum of the Board of Education, rather than the arguments on which they are based, because we think that, by traversing one by one those of them which we cannot accept, we are more likely to secure attention to our representations than if we put forward a more general objection to the contents of the Memorandum. Our answer to the Memorandum is published in the *Teachers' Guild Quarterly* for June.

Of course, we go over much of the same ground as is covered by the other associations, but, inasmuch as we are not a secondary-school association, but a body of teachers in all grades of schools, our aim is not quite the same as that of most. We also are eager for the preservation of Column B of the Register, but not as a register of secondary-school teachers, rather as the nucleus of a new comprehensive, single-column, alphabetical Register which shall grow gradually by the addition of properly qualified teachers from schools of any grade, all admissible under the same conditions of minimum qualifications and payment.

To make such a Register possible, under existing conditions, it is necessary to lay chief stress on strictly professional qualifications, while recognizing the desirability of some academic credentials, though of a lower standard than the University degree or its equivalent. To require this latter qualification at the present time is to ignore the fact that a Register of professionally qualified graduates will, for a long while to come, exclude not only the great mass of Government certificated teachers, but also almost all kindergarten teachers and teachers of lower forms in many secondary schools. Were registration made compulsory, it would be obvious that the graduate qualification could not stand as an essential feature. The fact that it is voluntary ought not to alter the whole basis of registration. The minimum academic qualification required by our Council is the Government Certificate, the Intermediate Arts Examination of London University, or their equivalents. The professional qualification which we support is that laid down in the permanent conditions for admission to the present Register.

THOUGH we believe that the establishment of the two columns in the present Register, and the consequent hostility of primary-

school teachers to it have led to its present parlous position, we do not anticipate any serious opposition on their part to a comprehensive scheme which shall yet maintain such an academic standard as we propose. They may not actively press for it: it will surprise us if they oppose it. Though they are, from some points of view, quasi-civil servants, that is no reason why they should be indifferent to becoming members of a learned profession as well. We have reason to believe that we understand their attitude better than do many associations which are less in touch with them than ourselves.

THE proposals of the Guild have one other differentiating feature which distinguishes them from those of the other associations. They are constructive. We urge the establishment of a statutory Educational Council on the lines laid down by the Bryce Commission, and the representation of teachers on such a Council by election by the members of the Register. There are other cogent reasons why such a Council should be set up. The Consultative Committee has no life apart from the will of the Board, unless it may be called life to protest against its master's action. A profession needs more independence in its mouthpiece than that. The satisfactory solution of the tenure difficulty, with right of appeal by head and assistant, requires a professional appeal court, and the Bryce Commission saw this when it proposed such a Council. We earnestly hope that those who do not look at the registration question eye to eye with us will yet see how desirable it is, on all grounds, that this valuable recommendation of the Secondary Education Commission should no longer be ignored by the legislature.

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JOTTINGS.

F. S. writes: "I was visiting an L.C.C. elementary school in the West End, and, remarking how well the boys and girls were dressed, I asked the head master whether some of his pupils did not come from the class of small shopkeepers. To my surprise and delight he answered: 'Many do, but the parents of many are better off than myself.' This is proof that Prof. Sadler's aspiration is in course of fulfilment: 'The old idea that the public elementary school is for the poor alone has lost much of its power. The quickest way to eradicate it is to make the public elementary schools so good that parents who have their children's welfare at heart will want to send them there.'"

TEACHERS who wish to take advantage of the Mosely visits of inquiry to the United States and Canada—the plan of which is given in another column—should apply to Mr. Alfred Mosely, C.M.G., Union Bank Buildings, Ely Place, London, E.C. As the number is limited to five hundred, an early application is advisable.

MATEO MORAL, the perpetrator of the bomb outrage at Madrid, was a professor at the Modern School of Barcelona, and we read that the

(Continued on page 506.)

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Director and several of the other professors have been arrested in consequence of the pernicious literature discovered on the premises. We fully expect to see these facts quoted by some head master as a sign of the corrupting influence of modern languages and an argument in favour of pure classical learning.

"We may forgo the right to train up broods of controversialists on this side or on that, but we can only abnegate at our peril the duty of teaching every child in our schools that there is a Kingdom of Heaven, on accepting which depends its true prosperity and peace."—Canon AINGER.

MR. H. LEE-WARNER finds in the Cambridge Junior Local Examination for 1904 a good illustration of the attitude of middle-class parents towards dogmatic Church teaching. The alternatives set were the First Book of Kings, part of the Acts of the Apostles, the Church Catechism, and Morning and Evening Prayer in the Book of Common Prayer; and the respective numbers of candidates were 4,550, 2,749, 535, and 187, exactly ten Bible students for each dogmatist.

CANON BEECHING, presiding at the Abbey on June 17, combated the theory that the State is a secular institution, and has therefore no business to meddle with religious education. It was easy to show that, as far as the English constitution is concerned, theory and practice are both against the argument. The House of Commons has a Chaplain, and forbids Sunday trading. He went on to argue that, as the great majority of Englishmen are Christians, and are agreed on the essentials of Christianity, as, for instance, they are set forth in the Free Churches Catechism, the State is not only at liberty, but in duty bound, to prescribe the teaching of this common form of Christianity in its national schools, subject, of course, to a conscience clause in favour of a dissentient minority.

It would be interesting to have a list of public schools arranged according to the number of Registered teachers on their respective staffs. We can give the first ten: Stonyhurst, 50; Bedford, 40; Rugby, 36; Christ's Hospital, 33; Marlborough, 32; Cheltenham, 30; Dulwich, 29; Clifton, 26; Haileybury, 25; Harrow, 24. It will be noted that Eton, Winchester, Charterhouse, and St. Paul's are not in the first class.

THE Head Mastership of William Jones's Grammar School, Monmouth, is vacant. The post is worth, at present, about £500 a year and a house rent free, capable of holding forty boarders. July 7 is the latest day for receiving applications.

PROF. GEORGE RAMSAY has resigned the Chair of Humanity in the University of Glasgow, which he has held for forty-three years.

WE hope next month to give some account of the Ambleside Conference, which assembled, on the invitation of Miss Charlotte Mason, from June 8 to 12. Between thirty and forty distinguished teachers met, and the discussions were animated. The subject was a liberal and progressive curriculum for children between the ages of six and fourteen, and a final resolution was passed recommending the promulgation of the Parents' Union curriculum. The operative resolution, however, was proposed by Mr. Lowrie, of Sedburgh: "That not more than two and a half hours in the first, to go to ten hours a week in the fourth, year be devoted to classics." On this resolution we shall have something to say.

A MEMORANDUM on the proposed abolition of the Teachers' Register by Mrs. Bryant, already printed for private circulation, will shortly be published in the *Head Masters' Journal*.

MISS F. M. BUTLIN, Old Headington, Oxford, has arranged a fifth visit to Denmark, to last from August 6 to 18. A full course of lectures will be given at Copenhagen by Danish professors. It is reckoned that £10 will cover the total cost. The same lady has also organized a visit to Sweden from August 27 to September 8. Full particulars may be had on application.

MESSRS. WHITTAKER & Co. will issue in August the "Second French Book," based upon the direct method. The "First French Book" has had a great sale both here and in the colonies. The same publishers announce a thoroughly revised and rewritten edition of Miss Harcourt's "German for Beginners." Miss Harcourt is the head of a high school for girls at Wiesbaden, and was a pioneer of the direct method. The "First German Book" will be published in July, and the "Second Book" soon afterwards.

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OCCASIONAL NOTES.

THE Education Bill has now assumed its final form as far as the Lower House is concerned, and will pass this week to the House of Lords, where it will be in the charge of Lord Crewe. In the Committee stage there were many peripeties and unexpected developments, not easy for an outsider to follow; but, in spite of considerable concessions to the dissenting minority, the leading principle of the Bill—public control of publicly supported schools—has been preserved intact; and Mr. Balfour himself, while denouncing the conclusions reached and the way in which they had been reached, acknowledged the ability, amenity, and tact with which the debate had been conducted by Mr. Birrell. Though it ill becomes a Gracchus to complain of the closure, yet it is a most regrettable incident of party legislation that all the last clauses of the Bill, and, in particular, Clause 36, abolishing the Teachers' Register, should not have been debated. We have, however, little doubt that on this and other moot points there will be an opportunity for full discussion in the Autumn Session when the Bill comes back amended by the House of Lords.

ON Clause 6, which places religious teaching outside school hours, the Cabinet itself, as the voting showed, was divided, and there is little doubt that an amendment in another place reversing the decision of the Commons would be accepted. On Clause 4 an appeal to the Board of Education is granted to school owners against an unreasonable Local Authority, enabling the Board to make an order under which extended facilities would be one condition of the transfer. But the alternative is allowed of making such a school a State-aided school, *i.e.*, putting it in the same position as before the Act of 1902. This is to create a new type, or rather to revive an extinct type, of school.

We can only hope that the event will justify Mr. Birrell's prognostic and that the contingency will rarely arise. Of far more importance is the concession under Clause 4 admitting teachers who are properly qualified to undertake denominational teaching. We cannot believe that this clause has received its final shape. Clause 25 has undergone as many changes as the proverbial Irishman's gun; but as it emerges it gives to Wales the same free hand in primary that it now enjoys in secondary education, and at the same time protects minorities and retains for Parliament the power of the purse.

ON July 26 the Archbishop of Canterbury delivered in the House of Lords what may be termed a speech on the First Reading of the Bill. His main point, which he drove home with much ability, was that syllabuses were no guide to the actual teaching given in schools, and that in two-thirds of the provided schools of the country there is no security for effective religious teaching of any kind. It is a bold premiss to assume that without inspection there can be no security, and, judged by this test, all our secondary schools would be classed as irreligious. But the real answer to the Archbishop is, it seems to us, that under the Bill the schools will be such as the nation choose to make them. If the nation is godless, the schools will be godless, and there is no help for it. If, as we are convinced is the case, the bulk of the nation is sincerely religious, it will see that its schools are religious, and will not be imposed upon by syllabuses which are a dead letter.

CLAUSE 23 of the Education Bill does much to recognize that book-learning or intellectual training forms a part only of the environment needed by young children. Under this clause the Local Recreation. Authority has power to provide for the recreation of the children not only during term time, but also in the holidays. Thus is Mrs. Humphry Ward justified of her settlement children. Vacation schools may be provided, play centres may be established, and, further, the health and physical condition of the children may become a proper subject of concern for the Authority. How far these provisions are acted upon will depend on the willingness of each locality to undertake additional expense. For it is obvious that playgrounds in large towns cannot be acquired cheaply. Physical examination, if it is thoroughly and scientifically performed, will add largely to the rates, though there could be no better investment. These improvements can only come gradually; for the present we are content to see recognized the principle that education has a wide connotation, and includes all the influences that surround children. In large towns, especially in the less favoured quarters, children get neither fresh air nor suitable play unless the Authorities see to it.

THE recently issued Code has several novelties. Vaccination is no longer insisted upon in cases where the teacher has conscientious objections. But the Board will not recognize any unvaccinated teacher unless the Local Authority has given its approval. So on the latter body is thrown the onus of deciding whether the risk of infection shall be allowed. It is provided that suitable organized games, such as cricket, football, hockey, and rounders for boys, and similar appropriate games for girls, may be played in afternoon school hours and count towards attendance. The preface speaks very prettily, in if somewhat stilted language, of the value of games in developing character. With regard

to moral instruction, two methods are given as alternatives—the incidental and the direct. The Local Authority, having regard to the teachers in any particular school, may decide which method is to be employed. But “the good moral training which a school should give cannot be left to chance.” The teacher must have a clear scheme which must be systematically carried out. It is also pointed out that “the scope of such lessons should be carefully defined in order to guard against doing or expressing anything in the least subversive of the authority of religion.”

WHEN Mr. Wesley Dennis was asked by the National Society to open a discussion on “The Future of Training Colleges” his first impulse, so he told his audience, was to refuse in Disraeli’s words: “Never prophesy before you know”; but he relented and in his address came to the conclusion that the future of denominational colleges was entirely in the hands of the denominations. It is clear that Local Authorities are inclined to start training colleges, or in some cases have already done so; but this tendency is being checked by a natural dislike to increase the rates if use can be made of existing institutions. The Local Authorities also see the disadvantages on educational grounds of establishing colleges for limited areas. For example, it is an obvious drawback that an intending teacher should attend an elementary school, a secondary school, and a training college all within the boundaries of the same borough. Still in cases where the Authorities establish or subsidize training colleges pressure will inevitably be put on students to go to these. The remedy is, if the Church of England, or any other religious body, desires to keep a hold on the training of teachers, to open hostels in connexion with the day training centres at which only members of the denomination should be received, and in which care should be taken to teach the students the special doctrines of that body. The Government grant would cover the cost of maintenance, or nearly so: all that is needed is for the Church to find the funds for a building and for the stipend of a chaplain. We wonder that Mr. Dennis’s proposal has not already been more widely acted upon.

THE *Daily News* has a grievance in a paper in geography set at the recent Certificate examination of the College of Preceptors. Examination papers are often criticized, and it is well that such should be the case. Sometimes they may be badly or carelessly set. Sometimes—many of our readers will say Amen to this—they appear to be set by men who gave up teaching twenty years ago, and who have no knowledge of the changes that have since taken place in the treatment of the subject. Such errors do not, however, take place in the case of examinations by the public bodies, such as the College of Preceptors, where the papers are subjected to revision by a body of moderators. We refer to the matter here because it illustrates a difficulty just the opposite of that we have spoken of above. There are schools which seem impervious to changes that have taken place. When the examiner endeavours to set his paper on modern lines in accordance with the teaching given in the most advanced schools, there is always some complaint from old-fashioned schools that the paper is unfair and outside the scope of the usual teaching of the subject. Examiners are often unjustly blamed for adhering too closely to tradition. The fact is, they are controlled by the schools. The teaching of geography has been entirely revolutionized in the last few years. We hope it has become a more real and stimulating subject. But the teachers who cling to text-

books are not unnaturally puzzled at the new type of question: hence the trouble.

THE agitation against the alleged inability of the London County Council to perform the functions of an Education Authority continues, and, indeed, grows more threatening. The voice of Dr. Macnamara is never silent for long on this subject, and we have a manifesto issued by a body with the title “The London Education Election Committee,” urging that at the forthcoming election in March, 1907, no candidate should be adopted unless he undertakes to support by vote and by petition to Parliament the re-creation of a separate Education Authority for London, directly elected for this purpose, without disqualification of candidates on the ground of sex, residence, or rate-paying. It is true, no doubt, that the present Council is unable to cope with all the necessary details, and work gets into arrear or has to be done by the officials. But we hope that some solution can be arrived at other than the one demanded in this manifesto. As Mr. Sydney Webb rightly says, it is contrary to all traditions of Liberalism to divide the work of local government among separate Authorities. An area of local government is an entity that should appoint its representatives to deal with all matters that are the function of that Authority. We have always opposed “*ad hoc*” Authorities, and we sincerely hope that some way may be found out of the existing difficulty other than by the election of a special Education Authority for London. Perhaps, when the Council and its officers are more accustomed to the work, it may be found that things will go more smoothly. The only pressing reform, in our opinion, is one which will admit women to be members of the Education Committee, just as they were members of the late School Board.

GREAT pressure will be brought to bear to induce the Lords to cut out Clause 24 (as at present it is numbered), which abolishes the Teachers’ Register. Equally strong pressure will be brought by the N.U.T. in an opposite direction. There is much to be said on both sides. We have never been satisfied with the double-column Register. Gladly shall we see it transformed into a Register with a single column. On the whole, we incline to the cutting out of the clause that abolishes the Register, and for this reason. It is grossly unfair to those who have registered in full confidence in the permanence of the regulations that their action should be entirely annulled. We want a new Register; but those teachers in secondary schools who are on the existing Register should be transferred automatically to this new Register. This can be effected if the offending clause is struck out. We can only hope that the National Union of Teachers will be merciful, and will withdraw its opposition, on the distinct understanding that the Register shall be entirely remodelled and all social distinctions removed. Whatever may be the fate of this clause, it is quite clear that we shall have a Register some day. The wide-spread agitation aroused by its threatened abolition has at last influenced the Board, and we have Mr. Birrell’s statement that he is ready to produce a Register so soon as teachers are agreed as to what they want. This is a weak position for a Minister to assume, but it is an honest confession that the difficulties are great. The real difficulty is to agree upon a minimum qualification. We can only say that it must be low at first, but must be gradually raised to at least a University degree and a diploma of training.

MR. SADLER makes an earnest and eloquent plea for the continuance of elementary schools of a type which is the outcome of deep religious conviction. He

Contracting out. suggests that such schools, if they wish to cut themselves off from rate-aid, should be allowed to do so, but should be eligible for the Exchequer grant, in every case where there is a Local Authority school within reasonable distance. If this privilege were allowed, the Local Authority would be able to build new schools at central points for groups of villages without feeling that they were thereby destroying a village school that had gained the affection of the villagers. To a very large extent we agree with Dr. Macnamara in his denunciation of the "contracting out" facilities. We feel that, if many denominational schools were to stand outside the national system, there would be a danger lest the cry of "intolerable strain" should again be raised; that the denomination would find a difficulty in raising the considerable sum needed to supplement the Government grant, and that the school would become inefficient and the teachers suffer in pocket. On the other hand, the Board has ample power to see that this does not happen. The school would be under inspection, and, if it were unable to retain its efficiency, it would be warned and finally handed over to the Local Authority. And we do feel strongly, whatever our religious views may be and whatever our opinion of the education that is called religious in the public elementary schools, that, if any group of persons are prepared, on the ground of "genuine religious conviction," substantially to support a school of a certain definite type, they should be allowed to do so, provided that accommodation is found for children who prefer the national system and that the efficiency of the special school is maintained.

Teachers as Civil Servants. ACCORDING to the *Morning Post*, the new Regulations for Pupil-Teachers contain an adumbration of a mighty change. It is decided that in future the Board of Education will pay to County Councils a grant in aid of the travelling and other expenses of pupil-teachers. This means that for the first time the Board will make a direct payment for an individual which to some extent takes the form of salary. This may pave the way to the payment of all salaries directly from headquarters. Mr. Sadler, in a letter to the *Morning Post*, would seem partially to endorse this view. He says: "It would be well if in future the salaries of all teachers were paid from the Parliamentary grant, and if the Code were to require that at least a minimum scale of salaries should be paid to all teachers in all schools which received subsidy from the State." There are reasons why many people would dislike to see teachers recognized as a definite branch of the Civil Service. They fear the rigidity of a large organization. Teachers should be free and independent to some extent. We quite agree in theory; but in practice we may find that the objections are mainly sentimental. It seems clear that we are rapidly approaching to a time when all teachers in public elementary schools will be paid directly by the State. Pupil-teachers are under the care of the Government, teachers in training colleges are equally so: the State guarantees a pension. After all, an Inspector is a civil servant, and we expect him to retain some amount of independence.

L.C.C. Salary Scale. THE London Education Committee has now presented to the County Council a scale of salaries for teachers in secondary schools. The matter has been referred to the Finance Committee for consideration, and, therefore, it is possible that some alterations may be introduced. But our readers will be glad to know the outlines of the scale. Head masters receive, as a minimum, £400, rising by annual payments of £20 to £500, £600, or £800, according to the size of the

school. Head mistresses will receive from £300 to £600, rising by £15 a year. In the smaller schools the maximum is to be £400. Assistant masters are to begin at £150 and rise by £10 a year to £300, or to £350 in posts of special responsibility. Assistant mistresses are to be appointed at £120, rising by £10 a year to £220 or in special cases to £250. In all cases the increment is subject to a satisfactory report. The suggested scale is to be applied to new appointments. The report of the Committee states that salaries are very low in London schools. The average received by 405 assistant masters is said to be £153 and by 240 assistant mistresses £108. In order to gain admission to the scale, it is suggested that teachers should hold certain qualifications. Provision is also made for service in other than Council schools to count in fixing the initial salary. The issue of this scale is good news; for many Authorities have been waiting for a lead from London.

A Satisfactory Document. IF the proposed scale of salaries for teachers in the secondary schools of London should be finally passed by the County Council, we are inclined to think that head masters will welcome the change that will be introduced. At any rate, if the existing head masters, or some of them, who have grown up under the old system of payment by capita-tion fee, prefer that things should remain unaltered, the newer race will certainly accept with alacrity the opportunity of a fixed salary. The prevailing system of payment of head masters attempts to make them managers of a business concern, whose salary depends upon success. This success may be the result of circumstances quite apart from the personal efficiency of the head master. In the London schools there will be no empty places. So long as a man does his duty he deserves to know that his salary will come regularly. The scale for assistant masters is quite the best that could be expected at present. It is the scale that has been urged by the Association of Assistant Masters and endorsed by Mr. Sadler. An income of £300, under the conditions of modern town life, does not mean luxury to a man with a family, but it is possible to live on it with care and economy. More important still, it is a certainty so long as the work is efficiently performed. With regard to mistresses, their position is equally good on a slightly lower scale. We may look forward in the future to the same scale for men and women; but, as things are, the proposals of the Education Committee are quite reasonable.

Religious Teaching in Public Schools. IN the *National Review* Mr. A. C. Benson writes temperately, and from an orthodox standpoint, on "Religious Education in Public Schools." He confines his remarks to Eton, and, except for the peculiar institution of Sunday questions, Eton may be taken as a typical public school. A Bible lesson on Sunday and one at first school on Monday is the almost universal rule. The lessons are undogmatic, and the object is "to make boys good Christians rather than good Anglicans." "Christian truth is approached on its moral and emotional side rather than on its metaphysical and ecclesiastical side." What makes the atmosphere of the school is partly the chapel services, but far more the preparation for confirmation, generally undertaken by the house master, though it may be delegated to the Chaplain. Under this system, according to Mr. Benson, the tone of Eton is far more religious than it was fifty years ago. And parents are perfectly content. Even High Anglicans acknowledge the impossibility of adapting the general instruction to suit their views. Mr. Benson points no moral, and we will follow his good example.

LINCOLN GRAMMAR SCHOOL, 1090-1906.

IT has been shown in these columns from the records of Westminster Abbey and Durham "Abbey" how entirely unhistorical is the often-talked-of but never existent "monastic school," in the sense of a public school which the monks either maintained and taught. It is now to be shown how entirely different was the connexion with education of the secular clergy from that of the monks. Our first and most salient proof of this comes from the great Midland diocese of Lincoln.

Lincoln became the ecclesiastical capital of the Midland counties on the removal of the episcopal see from the Oxfordshire Dorchester, then shrunken to a village, by William Rufus, completing the work of William the Conqueror. The school was, as usual, an integral part of the foundation of the cathedral church in 1090. This we know from the register of Moray, otherwise Elgin, Cathedral, the Chapter of which by their foundation in 1214 were to have all the privileges and be subject to the customs of "the great church" of Lincoln, and therefore sent to Lincoln to ascertain what these customs were, and wrote them down. This shows that the four Principal Persons of Lincoln Cathedral were the Dean, Precentor, Chancellor, and Treasurer. Of these, while the Precentor was to rule the choir and look after the singing, the Chancellor's duty was to rule or teach the school ("regere scolam") and correct the books. As "archiscola" he "ought to hear and determine lectures, and keep the seal of the church, prepare letters and deeds and enter the readers on the table of the day, and in like manner the Precentor the singers." In 1236 the Dean and Chapter sent a written and longer statement of their customs to Elgin, and this statement was copied in a Lincoln book. In this we find the Chancellor and the "archiscola," or Schoolmaster, separated into two different persons. "The office of the Chancellor is to teach the theology school, to preach, . . . to correct the lesson-books, . . . to hear the readers and determine the lessons," to keep the seal and prepare deeds and read whatever has to be read in Chapter, and to keep the library; in fact, he was the legal and literary (law and literature were then closely allied) officer of the Chapter; "to his dignity it belongs that no one is able to teach [*legere*, to lecture] in the city of Lincoln, except by his licence, and that he appoints to all the schools in Lincolnshire at pleasure, except to those in prebends"—prebends being places forming part of the endowment and under the jurisdiction of his brother canons.

The Chancellor, who originally taught the Grammar School of Lincoln himself, now taught only theology, but was also the Diocesan Inspector and Board of Education for the county, superintending Lincoln and the other grammar schools. Some of these schools are named about a century later, in 1329, when, the Chancellorship being vacant, the Chapter appointed masters to the Grammar Schools of Partney, Grimsby, Horncastle, Boston, and Grantham, and next year to Stamford also, while during a similar vacancy in 1354 they appointed to Bourne Grammar School on the presentation of the Abbot of Bourne. Meanwhile, in 1264, the Schoolmaster of Louth, which was one of the prebends, and therefore exempt from the jurisdiction of the Chancellor, occurs as being asked by the Bishop to induct a new vicar of Louth; in 1309 another grammar school in a prebend—that of Strubby—is several times mentioned.

The earliest document outside the Cathedral Statutes which show us what sort of status the Grammar School Master at Lincoln itself held is dated November 3, 1246, and shows him in a rather august position, acting with the Chancellor, whose "Vice" he was, as a Papal delegate to try a case in which Whitby Abbey was interested. In 1300 the Schoolmaster (*magister scholarum*) is mentioned as one of the officers of the Cathedral to whom, as to each canon, a new canon was on his admission bound to present 6d. for wine. In 1311 we find Bishop Dalderby directing the Chancellor to exercise his prerogative to uphold the monopoly of the authorized Grammar School, and excommunicate any one setting up a rival and unlicensed grammar school. Waste of educational resources by overlapping and underselling in the same area was not allowed in those benighted times.

The first Lincoln Master whose name is recorded was an author of some distinction—William of Wheatley, a place in Lincolnshire, which he Latinized for a *nom-de-plume* as "de Frumentis lege." He was Master of Stamford School in 1309, and of Lincoln in 1316. While at Stamford he published a

commentary on the pseudo-Boethius treatise "On School Teaching" ("De disciplina scholarum"), which is preserved at Exeter College. At Lincoln he wrote a commentary on the real Boethius' "Consolation of Philosophy." This is preserved at New College, Oxford, together with other lucubrations by him, including two hymns in honour of St. Hugh, the Bishop of Lincoln, which he wrote in riming Latin verses of the most elaborate Asclepiads, for a play to be performed at Christmas, no doubt, by his boys. He was probably still Master in 1321, when the Grammar School is clearly distinguished as a separate institution from the Song or Choristers' School, with which it is customary for most writers on education to suppose it was identical, with the utterly erroneous implication or assertion that it was merely a place where a few choristers learnt to sing or to stumble through a Latin psalm. By an order made for the division of the plunder derived from the offerings of the faithful at the shrines of St. Hugh and St. Robert Grosseteste (the bishop whom the Chapter refused to allow to visit them while alive and converted into a saint when he was dead), each canon was to take 6s. 8d., the Grammar School Master ("magister scholarum grammatice") 5s., and the Song School Master ("magister scholarum cantus") only 1s. There is other evidence of the distinction. While the Grammar School was the child of the Chancellor, the Song School was under the tutelage of the Precentor. Thus in 1305 all the parish clerks of the parish churches in the city were summoned by the Precentor and charged with keeping adulterine (*i.e.*, unlicensed) schools in song or music in their churches, and, on their admission of the offence, were made to swear on the Gospels not to do it again without the licence of the Song School Master.

The choristers did, no doubt, also attend the Grammar School, but they were so far from being the sole or even the principal or primary part of the attendants at it that we find the Chapter harassed by the difficulties of combining proper attendance at the school with proper attendance at the services. So in 1307 they gave them a separate tutor, and a century later set up a separate and to some extent a rival grammar school for their exclusive benefit. The choristers, after all, were only twelve in number, and would not form a real school. Before 1264 they were lodged about as charity boys in the houses of the canons or other officers of the church. From 1264 they were all boarded together in what is now the organist's house. On an appointment of their keeper or warden ("*custos*") on January 25, 1308, he was sworn to teach ("*informare*") them as well as look after them. On October 2, 1389, the Precentor presented a pedagogue ("*petagogus*," it is spelt) to teach the choristers grammar as well as song, and look after them. A "pedagogue" properly means, as all classical scholars know, not the person who taught the boys in school, but the private tutor (commonly a slave) who took them to school. But on September 23, 1390, the Usher or Under Master of the High School of Lincoln was appointed master of the choristers to teach them grammar, Mr. Robert Bramley being then Master of the High School, or "Grammar School of the City of Lincoln," as it was also called.

On December 23, 1406, Mr. John Bracebridge, who since 1390 had been Master of Boston Grammar School, was appointed by the Chancellor Master of the High School ("*scolas grammatice generales civitatis Lincoln*"), while Thomas Prestcot, priest, was appointed by the Precentor master of the choristers ("*scolas grammatice collegii choristarum*"). Further, on June 15, 1407, the Chapter allowed the choristers' master to admit commoners with the choristers, and to teach relations of the canons in the school of the college gratis (*libere*); but boys from outside leaving the "General Grammar School," whether from the city or the country outside, he was not to take. This limited admission of outsiders was, however, resented by the city and the Chancellor as an attack on the privileges of the ancient Grammar School. A Chapter "Act" of February 12, 1407, records that after a treaty between the Chancellor and the Mayor and citizens on one side, and the Precentor and Chapter on the other, on the admission of outside scholars and of commoners with the choristers, in derogation of the rights and regimen of the General Grammar School, on the complaint of Mr. John Bracebridge, its Master, a compromise was effected—a compromise in which, as usual, the practical victory remained with the clerical party.

The nominal superiority and legal monopoly of the ancient

Grammar School was preserved. The boys in what is now called "the Grammar School in the close," i.e. the choristers, commoners boarding with them, and the relations of the canons or vicars choral of the Cathedral or those living with them, were allowed to be taught in the separate school now established, without payment of "collections" or salary to the general or public schoolmaster, or being under his control. But this was on condition that, for one day in each of the three school terms Michaelmas, Christmas, and Easter, they went down to the General School of the Church of Lincoln, and sat under the teaching and chastisement of its Master "unless of his own free will some other arrangement was made." No one else, "whether living in chantries or inside or outside the Close," was to be allowed to attend the new Choristers' School. The boys living in chantries included a rather curious little establishment of six boarding scholars attending the Grammar School, boys from seven to fifteen years, founded as part of a chantry of five priests to pray for his soul by Bishop Burwash or Burghershe in 1345; to whom two more were added by Bishop Buckingham in 1388.

The terms used in these documents show how entirely the ancient Grammar School, called indifferently the "high school of the city," and the "general school of the church," occupied precisely the same position as the present Grammar School, connected alike with the Cathedral and the city, as the Public School of Lincoln, sharply distinguished from the new, close, and semi-private school of the choristers. The interest taken in it by the civic authorities is sufficient evidence that it was no school for choristers only, or for clerics only, but for the laity and the general public as well. It is the circumstance of the school being down in the town and not up on the hill in the Close, which suggests that the school was really older than the Cathedral, and existed from early English days when the town grew up as a seaport on the plain by the Witham before the Normans dominated it with their garrison in the new castle and new church on the hill. From a subsequent document of 1511 we learn exactly where this old school was—next to St. Rumbold's Church (now disappeared) at the corner of Glasketgate, not two hundred yards from the Grey Friars, which the school has recently left for an ampler ether and a more spacious site on the hill.

From 1407 to 1567 the two Grammar Schools went on; the Choristers' School under the tutelage of the chapter, the High School under the tutelage of the Corporation, but with the Masters appointed by the Chancellor of the Cathedral. In the Chapter books we see the Chapter trying to dragoon—for the most part ineffectually—their vicars choral and their "poor cleriks"—young men of eighteen to twenty-four tending the altars of the church while training for Orders—to attend the lower Grammar School. In later years the choristers were so hard to teach that the Chapter set up a special song schoolmaster for the choristers, occupying the same position as regards the ancient and "general" song school as the grammar master did to the ancient Grammar School. The ancient Grammar School rarely appears in the Chapter books; but when the city minute books begin in the reign of Henry VIII. the Corporation is found fostering the school, buying a new dwelling house for the Master, and imposing a special voluntary rate—afterwards made compulsory—for its support. After the Reformation, the Chapter, with curtailed income, found the separate choristers' school too heavy a burden for them, and from 1560 onwards various arrangements were attempted or made between the authorities of the Cathedral and the city for the division of the burden of the school between them.

At length, when the city had acquired from their Recorder, Sir Robert Monson, the house of the dissolved Grey Friars, by an agreement of January 18, 1584, the two schools were reunited. Henceforth there was in the Grey Friars one Grammar School under two shepherds—the Head Master, appointed by the Chapter and paid £26. 13s. 4d. a year (of which they contributed £20); and an Usher, appointed and paid £13. 6s. 8d. a year by the city. This union lasted till 1871, when the school was divided into Upper and Lower Schools—but still both in the Grey Friars. In 1883 the Grammar School was removed to new, but very cramped, premises uphill, under the government of the Chapter; the Middle School, as it was now called, remaining in the Grey Friars, under the government of the city. This separation proved signally unsuccessful; so, by a

scheme of January 11, 1900, the two schools again became one, under a governing body mainly civic, but with representatives of the Dean and Chapter. With a splendid new site on the Lindum Road, and fine buildings in course of erection, the school may at its opening celebrate at least its eight-hundred-and-seventh, and probably its thousandth, anniversary, without being afraid of overstating its claim to continuous life.

ADDRESS OF M. APPELL*

(Dean of the Faculty of Sciences in the University of Paris).

WE consider that Faculties of Science have a double mission. They have first to give a general scientific course of instruction with a view to high mental culture and to preparation for certain careers, such as those of medicine, engineering, and teaching, in which advanced scientific knowledge is indispensable. Secondly—and this is the noblest part of their task—they must advance science itself by the work of their masters of every rank and initiate the *élite* of students in methods of invention and discovery. We consider this the vital function of superior instruction. A scientific institution whose professors devoted themselves solely to the exposition of scientific results that others have attained would be destined to rapid dotage. It is only masters who have made, and are making, original researches themselves who can know and really comprehend the proper methods of each science: they alone can give life to teaching, even of an elementary kind, and communicate to their pupils that spirit of scientific curiosity, that passionate search for truth, apart from all practical applications and material profit, which constitute the genuine man of science.

To fulfil this double task we have established two kinds of courses and laboratories. In the first, devoted to general instruction, the same fundamental questions are treated year by year. It is evident, in fact, that for the teacher of the calculus, of general chemistry, geology, &c., there are a certain number of fundamental ideas which must be carefully developed, a certain number of observations, experiments, and calculations which students must perform and thoroughly understand. Accordingly, for these courses there is more or less a fixed programme.

On the other hand, in the courses planned for scientific research the most complete liberty reigns: there are no programmes or defined methods of instruction. The professor has a free choice of subjects, and he brings his subject up to the point at which the most recent researches have left it; he points out what facts are certain and what are doubtful, and in what direction, in his judgment, future researches may be conducted with the best hope of success.

It is clear that this dichotomy of courses and laboratories, according as they are destined for general instruction or for research, cannot be rigorously determined except in the case of mathematics. In experimental sciences, where questions apparently "classical" may lead to discoveries of the first order, there can be no hard-and-fast line. I may instance the great discovery on the composition of air by Sir W. Ramsay, whose presence we welcome to-day. Therefore we insist that general instruction, even the most elementary, should be given by real masters of science, who alone can speak with authority, suppress useless details, and present the elements to their pupils in such a way as to prepare them for future research.

For a long time—especially before the creation of the Universities—the teaching of the Faculties of Science was too theoretical, too verbal; it consisted too much of *ex cathedra* courses, religiously taken down and mandated by the students for examination purposes. We have been, and are still, engaged in making it more real, reducing oral instruction to the necessary minimum, and developing, on the other hand, the life of the laboratory—direct contact with the actual world of things in all its reality and complexity. In this respect the ideal at which we are aiming is to have teaching laboratories large enough to enable all students to work in them at any hour.

The Dean proceeded to give some details as to the preparation of University students. In mathematics they were generally

* Delivered at the University of London, June 7.

well grounded. Those who came from the Ecole Polytechnique, the Ecole Centrale des Arts et Manufacture, and the Ecole Normale Supérieure were picked pupils. For five hundred places there were last year two thousand candidates.

On the other hand, science students came from the *lycées* very insufficiently prepared, and it could not be otherwise unless they added to the already overloaded programme for the *baccalauréat*. For these there had been instituted a preparatory year of science, which was obligatory on medical students and had last year been attended by five hundred.

"But," the Dean ended, "I have fallen into the error which I denounced at the beginning of my address and given you a verbal description *in abstracto*. I can only repair my fault by inviting you to come and see for yourselves what our Faculty at Paris is doing."

THE IMPORTANCE OF PLANT GEOGRAPHY IN THE TEACHING OF BOTANY.*

By CHARLOTTE L. LAURIE.

DURING the last ten years a great deal has been done in America and on the Continent in the study of plant geography. One of the first workers in Britain was the late Robert Smith, who published the first maps of the Scottish Botanical Survey (Edinburgh, North Perthshire) in 1900. In 1903 a map of the vegetation of the South-Western district of the West Riding, by Dr. William G. Smith and Mr. C. E. Moss, was issued; one or two others have followed. It seemed to me that members of this Association would be interested in hearing what is being done in this direction at the present time. The introduction of plant geography is in some sense a new departure in the teaching of botany, and one that seems likely to be much developed in the near future; for it is finding its way into the syllabuses of University examinations.

The great interest of the subject lies in this: the central idea of botany teaching on these lines is the habitat of the plant—the term "habitat" including all the surroundings of the plant; viz., the soil in which it grows, the intensity of the light that falls on it, the rainfall, the amount of moisture in the soil, &c. The structure of the plant is taught in connexion with, and is seen to be affected by, its habitat. For instance, any one who is observing the distribution of plants soon notices that plants growing in dry situations are, as a rule, much more hairy than those growing in wet places, or that they have a tendency to roll in their leaves, or that the leaves are very succulent, &c. It is by some adaptation of this kind that the plant growing in a dry situation where the supply of water is irregular protects itself from loss of water; and these modifications of the leaf are not, as a rule, found in those plants which have a regular supply of water. The study of the structure and physiology of a plant should, it seems to me, be accompanied by observations on habitat. Laboratory work needs to be supplemented by out-of-door observation, which should precede the experimental work in the class-room. Suppose, for instance, the nature of soil is being studied. A quarry or a gravel-pit can be visited; the humus (or soil proper), the subsoil, and the hard underlying rock can be observed; also the extent to which the roots penetrate, following the course of the water, which is indicated by the dark lines in the rock; the disintegration of the hard rock into the looser rock of the subsoil, and ultimately into the top layers—all this can be seen only out of doors. It is true that the degree of porosity of different soils may be tested experimentally in the laboratory, but the effect of this on the nature of the vegetation can be observed only by visiting different areas. Or let us take the intensity of light. It is well known that certain plants require more shade than others, and that light affects growth in length. In the laboratory it is possible to grow some seeds in the light, others in the dark; but these laboratory conditions are, at best, unnatural. If, however, plants are observed in their natural habitat, it will be possible to note a difference in the vegetation of two hedgerows on the opposite sides of a lane,

and the difference in the intensity of light can be measured then and there by means of a photometer. The effect of light on growth in length can be estimated by comparing two specimens of the same plant—one growing in the shade of a hedge, the other in the open. These are just a few examples of what can be done during expeditions.

The most interesting part of plant geography consists in finding out what plants grow together in plant associations. It is found that certain plants belong to certain situations: one set of plants is characteristic of a heather moor, another of a salt marsh; others, again, are found only in woods. In the study of plant associations the usual method at present is this: (a) The dominant species of the wood, moor, &c., is noted. In a beech wood it would be the beech; on a heather moor, heather; and so on. Sometimes there is no one dominant species. A wood may consist of deciduous trees, no one species being predominant: it would then be described as "mixed deciduous." (b) Having noted the dominant species, the subdominant are next examined. These usually form the shrubby undergrowth of a wood—for instance, hawthorn, blackberry, guelder rose, &c. (c) Lastly, the herbaceous undergrowth is noted. This varies considerably and depends on the dominant species. It is far greater in an oak than in a beech wood, in a beech wood than in a larch plantation. It depends on how closely the trees are planted; for that affects the intensity of light. It depends, too, on the season of the year and whether the leaves of the trees are out or not. Thus, in the spring there is a great deal of undergrowth in a beech wood before the leaves of the trees are out; in the summer only plants that can do without much light are to be found. This question of plant associations is being worked out, and very little generalization is as yet possible. The moors of the West Riding have been thoroughly mapped; the bilberry and crowberry are found associated with the cotton-grass, and the heather moor usually has more plants associated with it than the cotton-grass moor.

It is found practicable for girls learning botany to study the vegetation of any natural area, such as a pasture, a hedge, a hill, a wood, in the way described. Observations should be registered on the spot; then, after several observations, the teacher might set an essay, in which some attempt should be made to draw general conclusions. For instance, if observations have been made on several hedges, an essay on "Hedgerow Vegetation" would embody the following generalizations:—(1) That climbing plants are characteristic of hedges; (2) that the herbaceous undergrowth of the hedge depends on (a) the amount of light, (b) the amount of moisture, (c) the side of the hedge examined. It is important to observe several hedges, not only those by the sides of woods, but also those between a pasture and a road; for the vegetation of the side of a hedge next a cornfield, for instance, will consist of weeds of cultivation not found in a hedge between a wood and a lane.

The vegetation of a district may be mapped. The most useful map is the Ordnance Survey map, the 6-inch-to-the-mile scale. This has the woods, pastures, &c., marked. To do this the map must be taken to the spot that is going to be observed, each wood, pasture, &c., is numbered, and a corresponding number inserted in the note-book with the description thus:—(1) oak wood; (2) pasture, ridge, and furrow; (3) daffodil pasture; (4) meadow for mowing; (5) cultivated, wheat, &c. Then when the map has been filled in with index figures the pastures, woods, &c., are coloured in different colours according to the type of vegetation. A scheme of colouring is being suggested, I understand, by the Ecological Committee, of which Dr. Smith, of the Yorkshire College, Leeds, is secretary.

In conclusion, it may be helpful to give books on this subject: (1) "Okologische Pflanzengeographie." Warming. (2) Clement's "Research Methods in Ecology," published by the University Publishing Co., Lincoln, Nebraska. (3) Schimper's "Plant Geography" has been translated into English, and is to be had from the Clarendon Press. These three books are expensive.

The *New Phytologist* (University College, London) is bringing out papers on survey work in vegetation. The first pamphlet can be obtained for 3d. There is a very helpful article on "The Flora of the Cambridge District in the Natural History of Cambridgeshire issued to members of the British Association in 1904." There is also a valuable introduction to the map of the Leeds and Halifax district, published by Bartholomew.

* A paper read at the meeting of the Association of Assistant Mistresses on May 26, at Birmingham.

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OVER-PRESSURE.

By GERALDINE HODGSON.

ONE of the most urgent, and at the same time contentious, of educational problems is over-pressure. Its importance is immediate, because, if it exists, it is doing vital harm now; if it does not, the bogey of it should be slain and removed—since the age of bogies is past, they are no longer considered salutary.

The human body, so say the physiologists, generates a certain amount of force in a given time, on given resources. It also, on the same authority, asks for seasons of repair.

Now over-pressure must mean one of two things: either a greater amount of force is demanded of the body than is justified by the time allowed and the nutriment given; or sufficient rest is denied—rest being time to be expended on nothing but what should be the silent unconscious processes of restitution. This is worthy of note because recreation and rest are often treated now as if they were synonyms. No one will deny that in the "big world" over-pressure exists. Preachers, teachers, philosophers, all alike bewail the feverish restlessness of modern life; its bustle, its noise, its hurry, its superficial success built on rocking foundations; its pretence which has taken the place of strength; its jerkiness of effort which has supplanted resolute strenuousness. Medical men not only can, but do, testify to the present frequency of "nervous breakdown." This is a disease estimated variously. Those few and happy people who can still say they do "not know what nerves are" treat it with contempt. The mass, who have not suffered it yet, but feel that they may, look at it rather as a jibbing horse eyes a piece of unexpected white paper on his path. Those who have suffered it either accord it the over-mastering victory it has gained, or, if of stronger fibre or happier destiny, hold it as one of mankind's worst foes, to be fought against by every weapon of reason and morality, to be driven back inch by inch relentlessly, till it is beaten out of the field. But, however it is viewed, it is sheer waste to the individual and the nation. On the hypothesis of contempt, a man or a woman may be a "poor thing"; but it does nobody any good for a poor thing to become a perfectly useless one. If he cannot be improved, yet, if any effort or wisdom can keep him on the level and off the down grade, why,

common sense says : exert the effort, use the wisdom. Qualifications of a statement are subject to two inherent defects. Put in, they are tedious ; left out, their omission damages the position.

Two must suffice here. First, let it be said that the statement that over-pressure exists is not identical with the statement that we are all over-pressed. In this place all that is meant is that it exists sufficiently to be a grave danger, and that experience seems to suggest that it is also a growing danger. The second is the obvious one that an amount of activity which overdoes one person may be a "nice day's work" for another. Over-pressure begins when—to use the expressive word employed lately in certain mills—the worker is "driven," whether by an employer, by opinion public or private, or by a distorted sense of duty. To stop hyper-activity of human life by any legislative means is of course impossible, for the present ; some commercial men will ruin themselves in the effort to outstrip rivals ; some athletes will sacrifice their future capacity to break a record ; and noisy advertisement will open up ever fresh markets for worthless goods. But there is a more effective weapon at hand than force, physical or legislative : there is the silent potent strength of habit. If we really want strong, capable, strenuous, healthy men and women instead of nervous breakdowns and an entry into asylums ever increasing in greater proportion than the growth of population, it is a pity to make over-pressure an educational system. And that may happen, if it has not done so already. Tendencies of opinion and habits are formed in youth—that is at once a platitude of education and a law of the human animal. Locke's *tabula rasa* is discredited now : the infant mind, if it must be pictured, is rather a palimpsest than a white sheet. What will happen, say a century hence, to a child if he comes into the world with tendencies to over-haste inherited from bustling forbears, only to find a system of education which hurries and drives him more ? The wisdom of waiting, the patience essential to slow construction, the calm for reflection, these are among the qualities for which over-pressure has no room and sees no use.

In education, over-pressure may be physical—the kind of system which approves too long hours, which crowds too many subjects at once into sated minds, which requires violent physical exercise from a child already weary with intellectual effort. (In this last case the argument of "change of occupation" will be cited. But, if the force generated be exhausted on one occupation, rest—not "recreation"—is the suitable change.)

But a worse species of over-pressure is that which is intellectual rather than physical, which will sacrifice mental training to immediate material ends. It is natural enough, if deplorable, that men and women engaged in the actual business of life should sometimes, when necessity presses hard, seize on the nearest means and lose sight of the end. But what is more or less unavoidable in their case is not pardonable in those who undertake the training of children ; who, so it must be supposed, have thought the thing over. Theory must be pure if practice is to be even moderately filtered from evil matter.

"L'art de passion," said Amiel in his plea for mental serenity, "est sûr de plaire, mais ce n'est pas l'art souverain." We do not, however, expect to find it "pleasing" to educationalists. Should not the end of their efforts be the "sovereign art" ? To control the passions (all of them, not only those which corrupt the body, but those, like hurry, superficiality, restlessness, over-leaping ambition, noisiness, which war against the soul) is the art of education.

To confound feverish effort with strenuousness is becoming apparently a very common mistake. To over-work without recking the consequences (and that not in a sudden emergency, but as a continuous practice so long as strength endures) seems in some quarters to be deemed the last new virtue. And yet all the enduring achievements of the past, the literatures of the world, its governments, its laws, its buildings, its great men even, in some measure, have been the work of men who could allow themselves time to think, quiet for contemplation, and occasional periods of repose. Of many of us to-day how true are Amiel's words—"il leur faut toujours des effets, des actes, du bruit, de l'effort" !

Struggle and noise in the world outside, if it must be, we will suffer. But in the schoolroom why not keep still the "seed growing secretly" ? If it be inevitable, as it probably is, that the onward movement of invention and the accompanying growth of population make the slower methods of our fathers impossible, such a condition will be hastened incalculably and

injuriously if children are taught all through their most receptive years that these things are not only inevitable, but admirable. The taste for short cuts everywhere must end in dislike for, and distrust of, all those parts of human life and thought to which there are none. We may see this already in the crusade against the classic languages. The opponents of these are not content with arguing that, as at present taught, they do not bring good results, but rather they consider them intrinsically useless. The patience, the continued effort, the perpetual bracing of the mind to get at the kernel of the matter, these are to be sacrificed to the more easily acquired languages which give commercial advantages. No one wishes to belittle the charm of modern tongues ; as Mr. Morley said once : "No one who reads French need ever spend a dull hour."

But the contention is not that modern languages are better training, but that they are more *useful*. When the word "useful" is employed thus, its meaning may always be translated in terms of pounds, shillings, and pence. But the matter does not end so easily. "Useful" knowledge is not the one and only sort worth acquiring even for pecuniary ends. It may be quite true that, if two boys of average intellect were trained, one on the old classical lines, and the other on the newest method of cram and competitive examinations, stress being laid on modern languages (it may be noted parenthetically that a firm of publishers are bringing out a series of *commercial* language text-books), and then were put into a house of business, the latter would succeed most palpably at once. But would he, when unforeseen difficulty arose, be as well able to cope with it, this person of selected text-books and special systems, as the one who had learned by slow and steady degrees to pluck the heart out of a few subjects, even if he did not grapple with so many at once ? If it should turn out to be unfortunately true that, to maintain our commercial supremacy, we must sacrifice some of our population in this way, yet we need not call the process an educational system. Habits of thoroughness cannot be instilled into children whose school life is a continual rush ; nor can they learn them from a perpetual stream of facts poured into them by teachers or manuals ; nor can they learn them if their so-called leisure is filled with games which are less recreation than a fresh attack of fever, a little different in kind.

But over-pressure, in education at any rate, is scarcely deliberate and planned yet ; it is more or less the result of three causes. The first is the badness or insufficiency or unsuitableness of much early education. There are people who fancy, or who act as if they fancy, that a child can be neglected till fourteen or so, and then that everything can be put straight in a couple of years at school. Then, again, early education is often insufficient, that is, parents do not begin early enough to realize the value inherent in twelve months ; they think there is "plenty of time," whereas average children want all the time that nature has given them. If something solid be acquired slowly and steadily every year with plan and foresight, there need not be over-pressure to secure results something more than mediocre.

Perhaps more early education is rather unsuitable than really bad. It is true that many children show no marked proclivities, at any rate, until they are grown up. But too often those who do are thwarted or neglected. It may be a consequence of the general hurry of life that scant attention seems to be paid to natural bent ; almost any circumstance being allowed to weigh more in the choice of his future occupation than a child's own capacities and tastes. It is true that some children never have a bent ; but attention given to the matter is rewarded occasionally by the appearance of very definite tastes, which might have remained dormant till too late had not some elder person, wiser by experience than the child could be, pointed out to him the signal importance of spending the major portion of his life in a suitable and congenial occupation. The duty of "doing the thing that's nearest" has, for some unaccountable reason, overshadowed the duty of "doing the thing that's fittest." It is odd that a nation which has accepted the most convincing argument in favour of free trade—viz., that under it the *natural* gifts and capacities of nations are utilized to the utmost—should have missed the application of a similar truth to individuals. Is it extravagant to say that, as a nation, we do not take half enough trouble to develop children's latent tastes, and find then the occupations for which those tastes fit them ? Even "over-pressure" might gain by a change here, since we can all work longer and harder at a congenial than at a distasteful occupation.

A second cause of over-pressure is the cheapness of education. To teach difficult subjects to a great number of children at once, in several different stages of receptiveness, and that in a given time, would tax Socrates himself severely. To excessive numbers is added the exaggeration of the competitive examination system which obtains among us. It has been raised gradually into the position of the one all-sufficing test, though every one who knows anything about it knows that it tests some people wrongly, and some not at all. There must be examinations. But need there be so many, especially for growing children, and need they be quite what they are? For example, is it worth while so to over-work school-children for preliminary examinations—as is done in some schools—that when they arrive at their degree examinations they are too weary to do anything approaching to their best? Again, though to get a First Class in a degree examination is worth an effort—worth a great and sustained effort, since it is a satisfaction at the moment, and, moreover, should failures come thickly in after-years, it is pleasant to remember that one succeeded once at least—yet is it worth while to sacrifice the future to the preparation for it? It is an old gibe, not perhaps without some shred of foundation, that Senior Wranglers are not always heard of again.

The whole educational problem has grown quickly in the last fifty years. Now that irrefutable proof is forthcoming that certain feats deemed impossible aforesaid are not so in reality, has not the time come to review the whole question as a national one? If the review should be made, why not face the problem of over-pressure?

No one who really wishes to learn nowadays need complain of lack of opportunity; the vaunted ladder is complete to its last rung. Is it equally true that the education offered is as perfect as it could be made? Are children and young people taught, not here and there, but in the majority of schools, that steadiness, not restlessness; persistence, not jerkiness; endurance, not a sudden start forward; indefatigable courage, not spasmodic effort, are the best methods of gaining knowledge, the surest avenues to secure serene, successful life?

CORRESPONDENCE.

THE FOUNDATIONS OF MR. BIRRELL'S BILL.

To the Editor of The Journal of Education.

SIR,—In the recent discussion of the merits of undenominational teaching and of the logical possibility of a common undenominational religious system there is one point which will perhaps bear being brought out more fully and re-emphasized from time to time. It is one connected with the basis in thought of the system encouraged by the Education Bill at present before us. It has its theoretical side and its practical issue.

First, as to the theoretical side. Let us grant that intellectual comprehension and sympathy, play of mind in instruction and learning, in even companionship and debate, depends on each person's power of imaginative realization of the attitude of others, and of the relation of that attitude to his own point of view. It follows, then, that the possession of a root of conviction, intellectually justified, joined to a power of recognizing and allowing for this conviction in others, is the best guarantee of a true effort to attain the unity which goes deeper than a superficial uniformity. And the more complete and deeper is such a common understanding the more numerous will be the points both of contact and difference which each party will be able to see and appreciate. The common understanding is not restricted to the common agreement. It is, moreover, built up from the independent thought of the individual, and thus no external and artificial standard of agreement can be applied to what is a matter of common development.

Let us apply this theory to the practice of teaching, taking as an example the subject of history. History taught from the point of view of the development of nations fosters a sense of international progress and intercourse. But history taught from the point of view of a vague cosmopolitanism would bring

about a carelessness of issues and an ignorance of the real force which binds a nation together and finds its expression in patriotic acts. What is true in this sense of historical is also true of religious teaching.

Again, we have been told that the method of all teaching is dogmatic: the real ground for this assertion is that all teaching is in its nature ethical. The ethics may be true or false, but the intention is there, and this aim causes a certain standard to be marked out for the teacher and exacted from him, and by its appeal to received canons incidentally justifies his use in teaching of the dogmatic method. Thus no teaching is acceptable which does not imply a conviction of the truth of its basis, a conviction which is justified by the intellect, has its issues in conduct, and controls the methods of education. Let us try to mentally estimate the difference between the work of a teacher whose own religious conviction is strong enough, to influence his life, who neither reduces nor abolishes the large and living elements in his own belief, but, having his mind set in the direction of unity, emphasizes harmony rather than divergence, and that of a teacher who, unconvinced himself of the necessity of expression of doctrine (and therefore also incomplete in his ethical theory), starts from the idea of the "common measure" in beliefs. The "common measure" is apt to become greatly attenuated; the principle of its being is to decline in proportion as it is generally applied. We want a principle that grows in strength with its general application.

Again, it is important, we are told by those who are most anxious to smooth out doctrinal characteristics from the teaching of religion, that the teacher should be able to avoid debatable ground. We are also told—and this is not merely a different, but in some cases an opposed, theory—that he must be able to leave out the comparatively unessential elements in doctrine. It is not necessary here to enlarge upon the difficulty of deciding as to what is relatively unessential in dogma, nor on the danger lest, in the attempt to withdraw from the pressing claims of conflicting ideas, the mind should be driven into the "inner darkness, the still wilderness where no differences are visible, where there is neither Father, Son, nor Holy Ghost." It is only a practised thinker and instructed teacher who can realize the proportional value of dogma, and only the convinced believer who can really respect the convictions of others and treat them with more than tolerance—with Christian charity. The agnostic habit of mind at its best exhibits but a cold tolerance: it opens its gates indiscriminately to all and welcomes none; and in reality this is a mind opposed to the warmth of charity, which sees the spiritual possibilities of even the undeveloped and degraded, and welcomes in all the best, and therefore the most true and characteristic, element. We should aim at a charity which sees deeply into the possibilities of human nature rather than at a tolerance which accepts it in its present aspect.

It is easy to foresee objections to what has been here said. We are, of course, exposed to the old reproach that the intellectually convinced do not, as a matter of fact, always appear to be the most charitable. But there is no fact of which it is more difficult to judge fairly. Issues which seem to others unimportant may to them be fraught with tremendous consequences; those who are surprised at the amount of strong feeling called out by the religious question in the present Education Bill should be the last to accuse others of want of charity, but should realize that sternness of attitude may be due to a truer sense of proportion. The indifferent cannot be impartial.

What is the conclusion? Surely this: that, so far as the present Bill limits or abolishes the opportunities for denominational religious instruction, it incidentally destroys a valuable educational test. It may certainly be argued that spiritual fitness is not examinable and cannot be tested, but this is not urged. What we should like to establish is that adhesion to a definite body of Christian principles is a safeguard to educational methods in the teaching of religion and to the possibility of true breadth of thought. It is true that there is a saving fact in that there may be little change in the *personnel* of the schools if the Bill becomes law. It is, however, the theoretical basis of the Bill which I have ventured to examine, and in the end this theory cannot be without its influence on practice. There is, too, a special danger connected with the type of legislation which we have been considering. It would be most unfortunate for the life of the country (but it would be simply the con-

sequence of the fact that law helps to mould public opinion) if the effort to be broad-minded led the next generation of teachers to avoid the subject of religious thought and to minimize their share in it. But this is always a danger where private convictions are unnaturally dissociated from public service. It has come about in France and in Australia as a result of the creation of secular conditions there, and, in a less marked degree, may be the case in England in proportion as the right to give definite religious teaching is withdrawn from the schools and the teachers and dissociated from their usual school programme.

It is in the interests of the alliance between educational theory and practice that I have ventured to deal—though briefly and insufficiently—with one aspect of the Education Bill.—I am, Sir, &c.,
E. F. J.

Paris, July 12, 1906.

COMPULSORY REGISTRATION OF SECONDARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—The Board of Education has now been in existence for some years, and, as its regulations are supposed to be fairly permanent, it is interesting to inquire how far it has carried out the purposes for which it was formed and to what extent its work is of real value to the cause of education, and so to the community at large.

The Board was created to improve secondary education, acknowledged to be in a state of chaos, throughout the country. It proposes to do this by a promise of a capitation grant to all schools not run for private profit which satisfy its Inspectors that they are efficient. This is good news for those schools—perhaps some dozens in the whole of England—which have, by great and voluntary efforts, already made themselves efficient. Amongst these are some of the public schools for boys and most of the great high schools for girls.

But the Board's proposal does not affect secondary education as a whole: it simply makes what is good or fairly good a little better. There still flourish the school which charges £200 to £300 a year and gives no education worth the name in return and the school which charges, perhaps, £1 the quarter and does the same. The one school does not want the grant; the other knows it could never earn it. And they, with the thousands of schools of intermediate grades, have on their rolls a large proportion of the youth of England. It is this fact that has aroused an increasing feeling of dissatisfaction in the minds of those who care for the whole education of the country. They are glad to find certain schools appreciated, and glad that the system of grants may make their future financially safe; but they see no prospect of the policy of the Board resulting in a general raising of the standard of education.

It is true the Board expects that many fresh schools will make themselves efficient in order to earn grants, and undoubtedly this will be the case. Yet their number will be comparatively small; and, given the well known and peculiar indifference of the majority of English parents to education, it seems certain that for many generations to come they will mainly continue to send their children to schools offering the attraction of fashion or the attraction of cheapness.

Surely the first object of the State when interfering with education, and indeed the only excuse for such interference, should be to make it impossible that the future of any child should be so sacrificed. I suggest, therefore, that what the country needs is not that a comparatively few schools shall be highly efficient, but that every school shall be fairly so, and to ensure this no complicated machinery is necessary. There is no need for an elaborately organized Board with a regiment of Inspectors spread over the country at great cost. The whole difficulty could be settled by a brief decree of Parliament that no secondary school may exist without a licence.

And the clauses of such licence should be wide and simple. It would be sufficient to declare that every school must satisfy the Board through its Inspectors: (1) as to the sanitary conditions; (2) that the buildings and playground are satisfactory in accommodation and equipment; (3) that two-thirds of the staff are on the Register of Teachers; (4) that the salaries given are according to a scale settled by the Board.

Thus the surroundings of the child would be healthy, its

teachers would have the necessary knowledge (and anything further is a matter of individuality and cannot be inspected), and the teaching profession would become more, and not less, worth the attention of the ablest men and women. All beyond this should be left to the school itself, and we should thus keep the independence, the elasticity, and the initiative which are the redeeming features of our present chaotic system, and which will assuredly be lost if a licence or even recognition has to depend on close inspection and, as a natural corollary, on the idiosyncrasies of Inspectors.

It has been said by a great French traveller that he knew of no spot on the face of the earth which, having been once under British rule, would not be the worse if that rule were withdrawn. This is high praise, and, if it is true, we must acknowledge that, while the interference of the State in secondary education is necessary, it should be of the slightest kind compatible with efficiency, and as little destructive as possible of that peculiar character which has made our Empire builders in the past, and which, we hope, will make them in the future.

I am afraid that this scheme will meet with little favour. It is too simple, and would necessitate a moderate expenditure of public money. But I venture to think that it would result in an immediate improvement in secondary education all over the country—an improvement which would seem to be impossible under the present regulations.—I am, Sir, yours faithfully,
FLORENCE GADESSEN.

Blackheath, July 23, 1906.

THE HOUSE OF EDUCATION.

To the Editor of The Journal of Education.

DEAR SIR,—We ask you to allow us to draw attention through your columns to a valuable educational experiment which has been going on long enough now to establish a definite result, and which we venture to think is deserving of attention from all those who are interested in the advance of education in this country.

About fifteen years ago Miss Mason, of the House of Education, Ambleside, began to organize the teaching given in private schoolrooms with a view to raising the standard of the work done to that accomplished in the best schools. The machinery by which she has achieved her purpose has been very simple. She has trained a certain number of governesses at Ambleside on her own lines, but she has not confined her work to their schoolrooms. A suitable time-table and scheme of work in four grades may be had by any member of the Parents' National Educational Union under certain conditions; and the five hundred schoolrooms odd that have adopted her scheme form what is known as the Parents' Union School. The experiment to which we allude has been carried out in this "school" for fifteen years, and its success has led Miss Mason to submit her results to the profession with a view to their wider adoption. We are among those whom she was good enough to invite to a conference held at the House of Education at Whitsuntide, and we desire to record our sense of the value of her experiment as regards the literary side of a child's education.

The curriculum of the Parents' Union School is very wide, and includes all the subjects ordinarily taught in schools besides hand-work, physical exercises, &c. The originality lies in the methods of work prescribed by Miss Mason with regard to "English subjects." Miss Mason bases all humanistic work on a study of history, and from the earliest age devotes much time to it, demanding from the first independent study on the part of the child. The books he is to use are selected with the greatest care: mere text-books and readers are discarded and those of living interest chosen. Miss Mason allots a certain portion for the study of each class each term: the child reads part of this daily in lesson hours; and the teacher's function is confined to directing the work, inspiring interest and setting some test that demands reflection—e.g., calling on the child from time to time to narrate something of what he has read. During the term a great deal of ground is covered, and towards the end a few test questions sent by Miss Mason are answered, children who are too young to write dictating their answers to others. Some hundreds of these answers were submitted to us for inspection, and we are of opinion that they bear out Miss Mason's belief that her system has succeeded—(1) in forming habits of concentration and of independent study at an early age; (2) in overcoming to a large extent the difficulties of English composition and spelling; (3) in imparting a considerable amount of knowledge of various kinds.

We watched a small school at work on Miss Mason's system, and discussed freely with her various questions that were raised. Her testimony was supported by those present who as parents or teachers had personal knowledge of the work, and in particular by the head

(Continued on page 334.)

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masters of two preparatory schools who have adopted the Parents' Union scheme for their lower classes.

Detailed information may be obtained from the Hon. Secretary, Mrs. Franklin, 50 Porchester Terrace, London, W.

- (Signed) W. C. COMPTON, Head Master, Dover College.
 B. FIELD HALL, Principal, High Cliff School, Scarborough.
 MARGARET I. GARDINER, Head Mistress, St. Felix School, Southwold.
 ETHEL GAVIN, Head Mistress, Notting Hill High School, London, W.
 C. H. GIBBS, Principal, Sloane Street Preparatory School, S.W.
 CECIL GRANT, Head Master, Keswick School.
 BERTRAM HAWKER, Member of Education Committee, South Australian Government.
 F. HAWKESWORTH, The Vicarage, Ambleside.
 LIONEL HELBERT, Principal, West Downs Preparatory School, Winchester.
 S. HERON, Head Mistress, Wyggeston Girls' High School, Leicester.
 JULIA F. HUXLEY, Principal, Prior's Field, Godalming.
 CYRIL JACKSON, formerly H.M.C.I.
 L. KJELLBERG, Principal, Fridhem, King's Lynn.
 C. LOWRY, Head Master, Sedbergh School.
 E. R. MURRAY, Lecturer, Maria Grey Training College.
 CLAUDE H. PAREZ, formerly H.M.C.I.
 MARY WOLSELEY LEWIS, Head Mistress, Church of England High School, Eaton Square, S.W.
 E. WOODHOUSE, Head Mistress, Clapham High School, London, S.W.
 J. WYNNE EDWARDS, Head Master, Leeds Grammar School.

July 4, 1906.

FRENCH MISTRESSES FOR FRENCH.

To the Editor of The Journal of Education.

DEAR SIR,—Will you grant me a little space in your valuable paper about a grievance from which my sisters and myself have suffered?

I have noticed lately the tendency there was of head mistresses and principals of schools to discredit partly the teaching of the French language in schools by capable French ladies: the reason chiefly given was, or is credited to be, that they cannot maintain discipline, and also the difficulty of obtaining the right sort of French teachers; and this deficiency is filled by engaging English ladies who, as a rule, cannot speak the language at all, or, if they do, it is very inefficiently; and unfortunately some of them spoil the accent of their pupils for ever. My sisters and myself can vouch for that, having had, all of us, pupils thus taught, and having filled posts vacated by such. However good the accent of an English lady is, it cannot possibly be that of a born and well-educated Frenchwoman, and, though, in spite of the *entente cordiale*, the battle-cry of "England to the English" be raised, and which needs no comment, here, in this case, you cannot prevent a child thus taught to get a bad accent even by Act of Parliament. As for maintaining discipline, I think you will find that a true Frenchwoman, worthy of the name, having received a good education in France, in a good school, is quite capable of keeping good order as well as her English sisters. If principals and head mistresses would take the trouble to find the right sort of French teachers, pay them well, and, when they have got them, they themselves and their staff would treat them with more charity and hospitality and uphold their authority with their pupils, it might be that the average specimen of French ladies in England would improve, as well as the accent of their pupils. Given a fair chance to any really well educated French woman, and she will and can hold her own with anybody.

Such has been in most instances my own experience and that of my sisters, but the beginning in any school, chiefly about discipline, was at first a fight and a struggle, pupils taking a little time to realize with whom they had to deal, though it was only a Frenchwoman in earnest.—Yours truly,

July 21, 1906.

A PARISIENNE.

MIXED PUPIL-TEACHER CLASSES.

To the Editor of The Journal of Education.

SIR,—In a criticism of a book called "Boy and Girl," on page 450 of your journal, I am told that the following statement is made:—"It is notorious that the mixed classes for pupil-teachers in London and other great cities have led to grave moral evils."

For the last fifteen years I have known the London pupil-teacher centres intimately; for some years every complaint passed through my hands; and I am yet wholly at a loss to know what your reviewer refers to. The statement is a "plain superficial statement." But I can scarcely imagine that any one writing responsibly in your columns would make such a statement without some fragment of truth to support it. Yet in its plain meaning it is, so far as I know, entirely untrue.

The matter is of extreme importance, and I venture to ask that your reviewer should substantiate his statement. I should prefer that he should do so quite openly, so that his allegations may be exposed equally publicly and no suspicion left. But, if he prefers to make them through the editor, then, Sir, I will undertake to prove them baseless or to recant openly.—Yours faithfully,

Woodberry Knoll, Loughton.

July 23, 1906.

[We are glad to publish a contradiction on such excellent authority. Our reviewer, for reasons that appear to us adequate, declines to go into the witness box.—ED.]

To the Editor of The Journal of Education.

DEAR SIR,—In the criticism on the book entitled "Boy and Girl," published in the July issue, occurs the statement: "It is notorious that the mixed classes for pupil-teachers in London and other great cities have led to grave moral evils." Now, whatever may be the reviewer's fancies and prejudices on the subject of the co-education of the sexes, he certainly has no right to make such a charge as the above. As one who has been engaged for over twenty-five years in teaching these mixed classes, and as a member of the Departmental Committee which inquired most carefully into this question, I must protest against such reckless statements, which are a gross libel on the teachers of such classes, and on the thousands of young people who have passed through them.—I am, Sir, yours faithfully,

GEORGE COLLAR.

DOGMA IN SECONDARY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—In your article upon the religious difficulty in education you refer to "Inquirer's" letter to the *Times*. It will doubtless interest you to know that a letter disclosing fundamental inaccuracies in his statement was sent to the *Times* from the school whose arrangements he described—and that the *Times* would not publish the letter.—Yours faithfully,

July 9, 1906.

ROBERT F. CHOLMELEY.

[Naturally. "Inquirer's" letter referred to three schools, but none was named.—ED.]

COLONIAL AND FOREIGN NOTES.

FRANCE.

Whilst instruction is one of the agencies that education uses, it has also separate fields for itself, in which the end pursued is not education, but the practice of some mechanic or other art. An increasing demand for technical instruction is among the characteristics of our day, and the desire for it is rather to be approved than condemned, provided that it be, as it were, grafted on to education, not substituted for it. France has been studying American institutions, and has come, as a result, to the conclusion that a knowledge of agriculture should be more widely diffused. Not only must provision be made, as in our English agricultural colleges, for the training of those who are to cultivate the land on a large scale, but those also must be instructed who are destined to act as their subordinates or to till their own small plots. For the former a four years' course is necessary: the latter must generally be content with what can be taught to them in a winter or two. For these humbler students the Collège d'Enseignement Secondaire of Langres (Haute-Marne) has organized a scheme of instruction during the winter months. The pupils are from thirteen to eighteen years of age, chiefly the sons of small farmers who cannot afford to keep them at school during the fine season. Instruction is spread over four months (November 1 to March 1) of two consecutive years, with the following allotment of time:—

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	Lessons.	Exercises.	Lessons.	Exercises.
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Horticulture	16	8	32	8
Breeding of Animals	16	8	16	8
Forestry	8	4	8	4
Physical and Natural Sciences	64	16	64	16
Primary Instruction	64	8	48	8
Drawing	—	16	—	16
	200	68	216	68

The exercises consist in illustrations of the way in which the sciences are applied practically to agriculture. That the scheme, which has been worked for three or four years, is found useful appears from the fact that the number of students attracted grows with a steady growth.

(Continued on page 536.)

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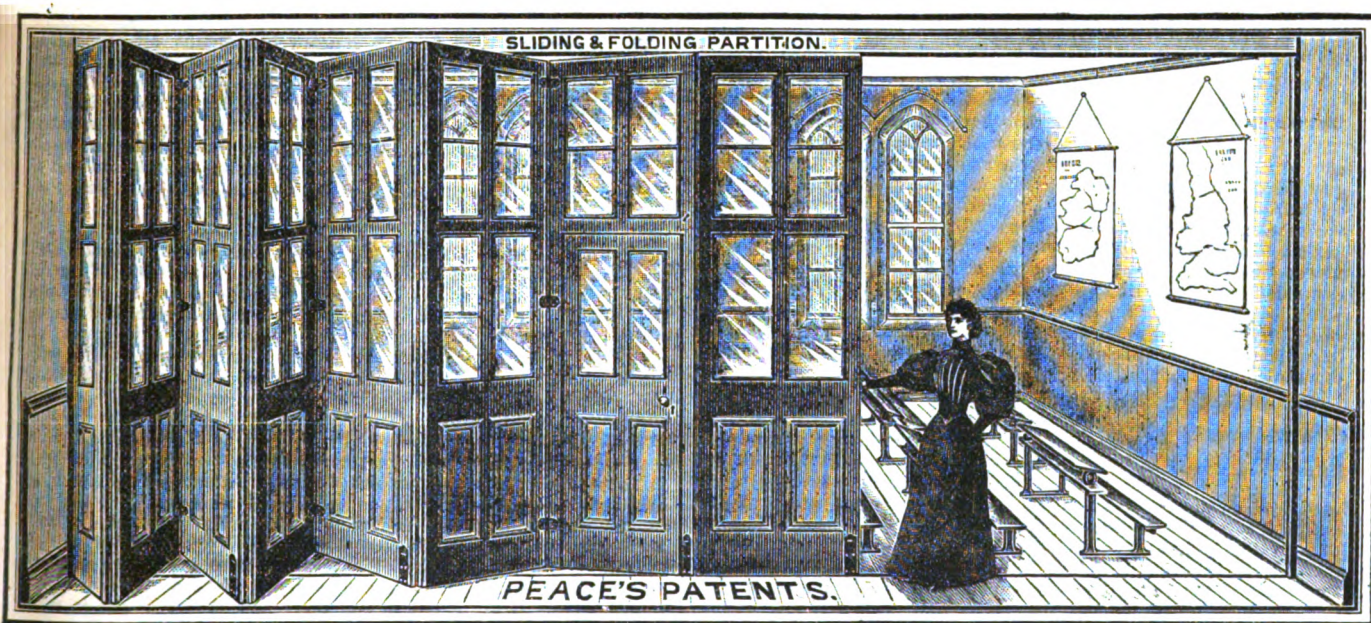
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GERMANY.

We wrote in a recent number of that new pedagogy which would determine its procedure by assuming as its end the individuality of the pupil. There is another pedagogy in the field, called *Volkstumspädagogik*, *Volkstum* being a word invented, if we mistake not, by Jahn to express what we know as nationality. Philosophic systems, it is said, come and go; whereas the national sentiment remains as an abiding possession of the race. To maintain it in undiminished vitality is a proper object for pedagogy. The German pedagogue, then, should seek to develop a German who would fulfil the demands of modern ethics without surrendering his nationality, or looking for cosmopolitan ideals of virtue. And simultaneously he should strive by educational means to remedy the faults and weaknesses of the German character. Guided by these principles, he will use no method of education or instruction that might run counter to the national feeling of his pupil; and he will employ all the good qualities that the pupil's nationality brings with it in assisting him to reach his high ethical goal. Instruction will dwell long on Germany and the Germans, so as to bring home to the learner his natural dependence on the soil and the closeness of his attachment to the people. There will be more German and less Greek and Roman history read. Less will be said of the features of Asia and Australia: more about those of Germany.

This view of the functions of pedagogy interests us not a little. For it now appears that we English have been practising *Volkstumspädagogik* many a long year, albeit unconsciously and without a name for the process.

Do we not abhor tale-bearing, for example, as a thing "counter to the national feeling" of our pupils? Is not "un-English" a strong term of condemnation for unworthy acts? Bidding our boys be "good Englishmen," do we not set before them the ethical goal in the language that they are most likely to understand? Have we ever neglected to expatiate on the beauties of our island, or on the merits of its strong-limbed sons, the conquerors or colonizers of remote lands? It appears that the insularity of the tone prevalent in our large schools has been, after all, only true *Volkstumspädagogik*, and that we hit by chance long ago on what is at last discovered to be the ideal form of pedagogy.

Yet, for our part, we are not minded to congratulate ourselves on our haphazard success. The truth would seem to be that there has been far too much *Volkstumspädagogik* in the schools of every nation. It is natural that a people should cherish and endeavour to transmit the qualities of which it deems itself peculiarly entitled to be proud. But the teacher who should stop to consider how far the several qualities were the exclusive possession of any one folk might haply find himself dealing a sore blow to *Volkstumspädagogik*. Nor have we ever convinced ourselves that nationality is a finally closed circle, incapable of expansion by the absorption of foreign elements. Perhaps on the whole it would be wise for us, still pursuing, if you will, our *Volkstumspädagogik*, to keep open avenues for good influences from without, and to cultivate a sense of our neighbours' virtues as well as a consciousness of our own.

We are always reluctant to say much in the way of comparing English schools with German. There is less reticence in Germany: in fact, *Volkstumspädagogik* demands something of the kind if the comparison be favourable to the national institutions. A book much used in German schools asserts that the chief defect of ours is the incompetence of the teachers. What means the writer has of knowing this he does not say; we, at least, have no scales in which to weigh the German schoolmaster against the English; nor, had we the scales, should we set them in action. But of one weakness in German education we may speak without discourtesy and with evidence at our command. Addressing the meeting of higher teachers at Eisenach a few months ago, Dr. Hartmann, of Leipzig, revealed the startling fact that of those who might claim to serve in the army for only one year—they having passed the prescribed examination—from 60 to 70 per cent. are pronounced unfit owing to affections of the nervous system or the heart, the number having increased two- or three-fold in the last two decades of years. He urged that regular medical officers should be attached to the higher schools, that parents should be taught the laws of hygiene and should be brought into co-operation with the teacher, that the time spent in school should be shortened, and that buildings should be constructed on sounder principles of sanitation. With the cures for the evil we need not concern ourselves; the existence of so much physical incapacity is a legitimate matter for comment. Modesty shall not prevent us from saying that in the education of the body our schools are unrivalled, and that Germany might profit by studying the system that they employ.

Some have ascribed the breakdown of so many German boys in the higher schools to the pressure caused by the *Abiturienten-Examen* (Leaving Examination). *Die Neuesten Nachrichten*, of Berlin, adopting a favourite method of modern journalism, sent round

a form of inquiry to various quarters, asking whether the examination should properly be continued or abandoned. Of the answers received, eighteen were for continuing it, one for a reform of the examination, and five for its abolition. It does not, however, appear that those consulted were of great weight in the pedagogic world. It is a circumstance to which we assign more importance than perhaps the editor of the newspaper did; indeed, nothing in modern life is quite so amusing as the degree in which all men are strategists when war rages and authorities on education in time of peace.

UNITED STATES.

There seems to be an ever increasing recognition in the United States of the value of school gardens. During the three years just past a garden of three acres, resolved into two hundred and fifty plots, has been cultivated by the boys of Yonkers. Hartford in the last two seasons has opened several gardens for public-school children. To Boston belongs the honour of having established the first school garden in America. That was in 1890. Since then such progress has been made that now there are at least a dozen gardens in the city, each connected with some public school. The expense of maintaining them is borne by a group of citizens interested in the movement; but the schools control their several domains. The Boston Normal School gives a course in school gardening, so that at least the younger teachers are qualified to undertake the work of supervision. At New York the garden in De Witt Clinton Park has completed its fourth successful season. As the garden is public property, and lies near one of the most congested districts, an effort has been made to employ in it as many children as possible. It covers about three-quarters of an acre. Four hundred and fifty-eight children had plots assigned to them from May until August; when these had carried off their crop, four hundred and fifty new cultivators succeeded them. In some parts of the country a strip of the paving has been removed from the school-yard in order to gain space for a garden. What is done in America could be done in English towns. Only let it be always remembered that the object of the school garden is education, not vegetables.

The American Peace Society some twelve months ago appointed a committee to report on the instruction in history given by the public schools of the United States, with special reference to war, battle, and militarism. The Report of the Committee, based on laborious inquiry, has just appeared. It establishes the fact that the treatment of war occupies much less space in school-books than it did half a century ago, and that the subject of national quarrels—the Revolt of the American Colonies, for example—is now handled in a more calm and philosophic spirit. In all discussions of wars it seems to the Committee better that causes and results should be emphasized, and that battles should not be described so fully as hitherto. We quote the opinion expressed as to what should take the place, in American histories, of the military details omitted. "Our country has had a rapid growth, and our advancement has been unprecedented in respect of invention, in all the industries, in education, literature, the useful arts, the fine arts, benevolent institutions, the rights of women and children, law, government, and morals. The reports of our Patent Office show our progress in inventions. Sixty years ago this office issued from four to six hundred patents annually. In one year, now, it has issued more than twenty-five thousand. In 1840 its receipts were 38,000 dollars; its annual income now is 1,325,000 dollars. Attention might well be called to the development of our agricultural machinery; to the improved steam-plough and machines for planting, hay-making, and harvesting. Seventy-five years ago it required three hours' labour of the farmer to raise one bushel of wheat; now it needs only ten minutes. In market gardening, in the shoe industry, in the products from india-rubber, in the application of steam power and of electric power, such advance has been made as to astonish the world. All these will require more and more space in the books every year. So in other directions. In all text-books on the history of our country, space should be found to tell of the growth of our system of public schools, of the rapid advancement and liberal endowment of our colleges, of the uplifting of the people through the many charitable and philanthropic movements, the advances in law, morals, and the rights of man, and, in general, of the intellectual and moral improvement of society at large."

The object that the Peace Society has at heart, which is the cultivating of a disposition to settle international difficulties not by force and violence, but by the method of arbitration, is one to be regarded with sympathy and all respect. Yet, so old is the custom of expatiating to the young on the martial achievements of their forefathers that it would seem to be rooted in necessity. We fear that a people with no heroes of war would presently cease to have heroes of peace. What the school can do is to train its pupils to clearness of thought, and to promote the formation of sound moral judgments in the sphere of domestic, as well as of foreign, affairs. Doing this, it may contribute not a little to the peaceful and orderly development of the nation, and make quarrels rare, if still possible.

(Continued on page 538.)

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Mr. Carnegie has given his name and more substantial stimulus to a Committee which is now, at last, to reform the spelling of the English-speaking world—or, at any rate, of the American part of it. Many good pedagogues favour a change; we doubt the capacity of millionaires to bring it about. Some of them might apply their minds at present to effecting a revolution in connexion with (as Lord Beaconsfield would have put it): "what you call 'canning' and we call 'tinning.'" As to imminent alterations in the domain of spelling, there is no reason for great alarm. Of those prescribed by the Committee we notice only two or three. "When a word can be spelled with *-ence* or *-ense*, chose *-ense*. Example: *defense*." We have not the moral courage to comply. "Spelled with *-ite* or *-it*, omit *e*. Example: *deposit*." We have always striven to obey the rule. Indeed, no one but a millionaire could afford to write "deposite"!

CANADA.

That munificent benefactor of education in Canada, Sir William Macdonald, has handed over to McGill University the Agricultural College founded by him on the outskirts of the city of Montreal, together with an endowment of £400,000 for its maintenance. The

new arrangement should promote the efficiency of the College; but we always see with regret the intrusion of practical sciences into the domain of liberal studies. Not from disparagement of the former, but because the latter must nowadays be jealously guarded, we deprecate the introduction into Universities of subjects alien to the atmosphere of them and more profitably pursued in a separate institution. Agriculture should be taught, but it should be taught in some sort of technical *Hochschule*. It would grieve us did Oxford add Brewing to its curriculum, or if Cambridge established a School of Dyeing.

CAPE COLONY.

The Act for the creation of School Boards, details of which were reported in this column, is being steadily put in force. According to the official *Gazette* the state of affairs on April 21 was as follows:—One hundred and one school districts had been proclaimed, there being two fiscal divisions not yet dealt with; and of the 101 corresponding School Boards 92 had held their first meeting, and thus become fully

constituted, the remaining 9 being at various earlier stages of the process of formation.

The cadet corps movement continues to make progress. The present strength of the united corps is 4,617, an increase for the year of 1,140. Since it has always been recognized in South Africa that the obligation of military service in time of need rests on every citizen, the work of the schools in giving the rudiments of military training is of much importance. The largest corps is that of East London, with a strength of 277. The officers have formed an association with the object of advancing the interests of the movement and of promoting the efficiency of the cadet officer.

INDIA.

The year 1906 will be memorable in the history of the Madras University. At its Convocation two Hindu ladies received a degree, they being the first women to attain the distinction in the University. "No wonder," says the *Educational Review*, "that for several days the young ladies were fêted by the leading representatives of the Hindu community in Madras. More than once the young ladies spoke at these gatherings, and spoke with dignity and composure. Their success was not a mere question of brains, for Indian women have always been distinguished for intelligence, but was due to steady persistence in the face of serious obstacles. It is not easy to estimate the force of character required to enter on a course of study, when a household has to be managed and when there are children to be brought up." We are not encouraged to hope that these lady graduates will have many followers in the immediate future. Yet in Mysore large scholarships have been founded with the object of inducing Hindu gentlemen to let their wives study after marriage.

The Report on Education in Bombay for 1904-5 shows that of boys 28 per cent. of those who should attend school are enrolled as scholars; of girls, only 5.37 per cent. Our readers will be aware that, small as the latter figure seems, it is large in comparison with that for some parts of India. With regard to girls' schools, the Report says: "This year, for the first time, the Department has had the benefit of the advice and criticism of a skilled inspectress on a large number of the European

(Continued on page 540.)

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girls' schools. Miss Ashworth's remarks are too long for reproduction, but they deal with the necessity for more attention to physical exercises and games, for the improvement of the teaching powers of the lower assistants, for greater freedom and intelligence in teaching methods, especially in history and geography, and for the diffusion of a knowledge of simple elementary science and domestic economy. Miss Ashworth rightly notes the excessive importance attached to the Bombay Matriculation Examination, and would encourage schools to look rather to the Cambridge Local Examinations; while she gives very valuable advice as to the necessity for practical needlework as opposed to fine sewing and elaborate embroidery."

In England, too, teachers will be wise to weigh carefully the merits of the Oxford and Cambridge examinations against those in which success depends on the use of the right cram-book. But we return to Bombay. There has been distinct progress in secondary Anglo-vernacular schools, and an attendance largely increased at the end of the year. With respect to primary education, all the Divisional Inspectors speak of improvement in the methods of instruction and in the equipment of the schools. But of 16,702 men teachers in primary schools only 5,620 are trained. Indicative of the difficulties to be overcome in giving India education is the fact that two hundred and sixty-eight teachers died of plague during the year in question.

HERE is a bold shot at a French unseen, Florian's fable beginning:

"Au bord d'un fleuve un paysan

Assis sur une large pierre

Regardait l'eau couler d'un air impatient."

—"At the bottom of a river a working man stood on a big pear and seemed not to like the colour of the water."

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REVIEWS AND MINOR NOTICES.

Historical Greek Coins. By G. F. HILL. With Plates.
(10s. 6d. net. Constable.)

Mr. G. F. Hill is already known to students of ancient numismatics as the author of a useful "Handbook of Greek and Roman Coins." In the present work he does not attempt to cover the whole field of inquiry, but offers a study of some special coins which link themselves, as evidence or illustration, to the facts of Greek history. The book is an attempt to do for coins what was effected for inscriptions by Canon Hicks's "Manual of Greek Historical Inscriptions." In the wider aspects of history the study of a nation's currency forms a part of a chapter upon economics and finance, subjects which loom larger in the political history of modern States than they usually do in ancient politics. Greek coins are likewise, from the variety and originality of their types and the excellence of their technique, indispensable adjuncts to the history of Greek social life, religion, and art. Thus, all coins are, in a sense, historical documents. But history, as commonly written, concerns itself with military, political, and dynastic facts, with the lives and actions of individual men. The connexion of coins with such facts is occasional and accidental. Some peculiarity in the coin type, some fact respecting the provenance or date of issue of a coin, may be called in to illustrate, perhaps to support, perhaps to controvert, some statement in literary record. Where literary record is deficient the coin may supply evidence of facts not otherwise known. Where literary history is abundant and trustworthy the evidence of coins is usually of not much independent value. It is interesting archaeologically, but not indispensable. It is as literary record fails that the evidence of coins increases in importance. Coins are the side tracks or occasional sign-posts of written history; they become the main guiding lines of inquiry when history is unwritten or compiled by late writers careless of contemporary evidence. Their value varies inversely as the amount and excellence of first-hand information. This principle will be found established in the book before us. The additional facts added by a study of coins to our knowledge of Greek history will seem small—to some, perhaps, disappointingly small. Their evidence sometimes fails provokingly where it might be expected to be of service. Thus, Mr. Hill shows that Aristotle's account of Solon's reform of the Athenian coinage ("Ath. Pol." chapter x.) is hard to square with the extant early Attic coins. One might have expected to find illustration in coins of the exploits of Philomelus and Onymarchus, considering the amount of treasure they melted down and presumably minted; but no gold coin is extant, and only a few silver and bronze coins remain.

On the other hand, coins sometimes supply evidence in an unexpected way. Thus, the series of coins (page 62) issued by various Ionian cities bearing a similar type on their obverse, and stamped in some cases with the letters ΣΥΝ (*συνμαχία*), clearly establishes the fact, unrecorded otherwise, of an anti-Spartan league formed after the battle of Cnidus (B.C. 394–389). A somewhat similar case is the league between Athens and Crete in B.C. 200 (page 134). But these positive additions to history are rare. Yet, if coins do not add to history, they illuminate it. He must be an unimaginative reader who is not touched with emotion as he learns from this book (page 54) to connect in thought the most pathetic story ever told by any historian, the Athenian disaster in Sicily, with that splendid series of Syracusan coin designs which bear the names of Cimon and Euaenetus. Scarcely less eloquent in the directness of its appeal is that coin (page 76) which remains a silent witness of that one reassertion by the Pisatans of their right to preside at the Olympic Games. If "all history, rightly understood, is a part of biography," it surely is something to come, through coins, directly, as it were, into touch with great personalities like Themistocles (page 45), Epaminondas (page 69), Philip (page 80), Dion (page 84), and Flaminius (page 136). We may thank Mr. Hill for putting before the student of Greek history these illuminating coin histories. He has set them forth in sober, but clear, style, and we trust that the success of his book will be such as to secure the fulfilment of his promise of a companion volume on Roman coins.

The illustrations which accompany the text are excellent: though the reader's attention is not drawn to the artistic beauty

of many of the coin types here displayed, he cannot but be conscious of it.

We have noted a few misprints or omissions: page 24, line 22, ἀγαθόν for ἀγαθόν; page 36, note 4, ὅς ὁν for ὁ τὸν; page 72, line 15, the illustration shows OAYM, not OAY; page 127, line 11, after "in exergue" add the letter A; page 55, line 25, should it not be *west* side?

National Education and National Life. By J. E. G. DE MONTMORENCY. (3s. Sonnenschein.)

Mr. de Montmorency has already made his reputation by two learned and scholarly works on what we may term the constitutional history of education. In the present volume of essays he descends from the "serene temples" of the publicist into the arena of current politics, and, though he still preserves the unbiassed attitude of an arbiter, we cannot always accept his ruling or even his reading of past legislation. The bias with which he confesses that he starts in favour of the co-ordination of secular and religious education, the protest against a State-improved curriculum from which the elements of Christianity are excluded we share with him, but we differ in our interpretation of "the elements," and in our opinion the prescriptive rights that are claimed for the Established Church on the score of past services cannot be maintained. Much water has passed under Westminster Bridge since the book was written, and it would serve no good purpose to criticize the author's criticisms of the several clauses of the Bill which have already been greatly modified, and have not yet attained their final form.

The author's general position is that the Church of England had for generations borne "the cold and misery of the educational night," and that in accepting the Bill of 1902 they had made the maximum of sacrifice. The problem of the present Government was to fulfil Liberal pledges, and at the same time to satisfy the unconquerable determination of the Church of England and the Roman Catholics to maintain denominational teaching in their schools. According to Mr. de Montmorency the problem was easily soluble. "Most draftsmen in Lincoln's Inn could devise a scheme that would give full public control and abolish tests, and yet preserve intact the denominational characteristics of the voluntary schools." For our part we hold that the problem is insoluble, and we should like to see the draft Bill produced by the combined wisdom of the five Inns of Court. We would undertake to tear it to tatters, as Mr. de Montmorency has torn and rent Mr. Birrell's Bill, showing that, instead of unification, the result will be twelve different types of schools. For the reasons given we must decline to discuss the central position and content ourselves with glancing at a few of the many incidental questions that it raises.

With the pupil-teacher system Mr. de Montmorency has no sympathy, and, if funds permitted, he would like to see it swept away to-morrow. Higher-grade schools he looks on as an encrescence, and regards Mr. Cockerton as a public benefactor. We welcome with him the education of primary teachers in secondary schools, but at the same time we hold that provision should be made for the more frugal of the working classes who desire that their children should continue their education beyond the age of fourteen, and yet have no ambition that they should become teachers or clerks or even skilled mechanics. This class is not suited by the grammar school.

On the question of free meals Mr. de Montmorency is socialistically inclined, and he would extend his charity to the provision of free clothing to the destitute. We cannot share his sympathy for barefooted children. It may be that naked feet are not suited for city dirt, but we remember being told by a Senior Wrangler that he could recognize every boy and girl in his native village by the look of the bare soles, and he certainly was no *Œdipus*.

The plea for the retention of Euclid seems to us singularly feeble, and the rejection of all fiction from public libraries a little puritanical.

There are slips in English which show that the book has been hurried through the press. "Educationalist" is a monstrous word; *morale* is neither English nor French; "forebade" is a printer's error; "neither are needed" and "the school pence was scraped" are doubtful constructions; "this solution of the religious question is only offered" cannot mean, as is intended, "this is the sole solution."

An Introduction to Logic. By H. W. B. JOSEPH, Fellow and Tutor of New College. (Clarendon Press.)

The title "Introduction" is ambiguous and frequently misleading. Instead of representing a smoothing of the path to beginners, it is more often given to a learned and philosophical commentary on the problems of the subject it deals with, which can only be appreciated by tolerably advanced students. Of this sort is Mr. Joseph's suggestive and valuable book; although he not only frequently asserts that it is an elementary work, but also gives in detail nearly all that is to be learnt from any text-book for beginners. The chief fault of the book is that it is too voluminous. Those who read it for what is important in it—the discussion of the more metaphysical problems of logic—have to wade through pages of elementary information. It would be an improvement if all this were omitted and the book adapted entirely for students who are familiar with the science; for to such students, and to them only, will the author's study of Aristotle's writings and his criticism of modern views be of service.

Mr. Joseph belongs to the school of thinkers such as Bradley, Bosanquet, and Welton, who have done much to redeem logical study from the confusion and pursuit of false tracks that Mill introduced by his empirical method of making logic deal with external things, such as conjunctions and sequences, and the counting up of particular instances, antecedents, and the members of a class, rather than with the deepest processes of thought and the psychological nature of what we call proof. We may note his analysis of judgment (very like Mr. Bradley's), his interpretation of the "Dictum de omni et nullo," and his study of the Inductive Methods, as illustrations of the great advance made in logical thought in this country in recent years.

The treatment of the Figures and of Reduction seems to us excellent. With the view that the Hypothetical and Disjunctive syllogisms are not syllogistic reasoning we cannot agree. A deeper analysis shows that, notwithstanding superficial differences, the end to be attained is the same as in the Categorical—a synthesis between subject and attribute, and the means used also the same—a previous *double* synthesis which necessitates the concluding judgment. The presence or absence of a middle term (on which Kant dwelt) is not the point. It is upon the previous *judgments* we in all the three forms rely.

Mr. Joseph's aim throughout is to reach what is the real process of thought involved in any form of reasoning, and what it is the mind demands before it will give an assured assent to any conclusion. He thus rightly reduces the four Inductive Methods to one—the elimination of all that can be removed without removing the phenomenon under investigation (substantially Bacon's method). He might, however, have emphasized that when all this is done the mind does not accept the remaining conditions as the proved cause. It is only when the intuitive reason has obtained some view of what Locke calls "the immutability of the same relations between the same immutable things" that we are satisfied.

The chief defect in Mr. Joseph's valuable chapters on Induction is that he does not seem to recognize the large part that hypothesis plays, and, in the formation of hypothesis, analogy. Let him observe the natural movement of his own mind the moment he begins to try to explain a set of facts concerning which he is curious. At once, with the first observation of the facts, some "guess" as to their cause arises. Such a guess he will find is valuable in proportion to the fullness of his knowledge concerning this case and other cases analogous to it. The moment a plausible hypothesis is thus formed, instinctively deductive reasoning begins as to what must logically follow if it be correct, and upon that fresh observation and experiment to attain proof. Mr. Joseph's treatment hardly makes this process clear, or develops all that its several stages may involve. His book is exceedingly suggestive and valuable. It would be much more readable and attractive were he to cut out the elementary information and study greater condensation and conciseness of style.

An Elementary Logic. By J. E. RUSSELL, M.A., Mark Hopkins Professor of Intellectual and Moral Science in Williams College. (3s. net. Macmillan.)

A small volume of two hundred and fifty pages of wide type, intended for students beginning the study of logic. It gives only the essential rules for the various forms of reasoning, and the more important principles of valid thought; much of the

matter to be found in the ordinary text-books is omitted. Thus nothing is said of Reduction or—a more serious absence—of the canons on which the syllogism rests. Though thus very elementary, it is exceedingly well done, with insight into logical thought, and simple, brief, and interesting exposition. Rightly, much larger space is given to inductive logic than is usual in an elementary text-book, and the account of its principles and the mental processes it involves is satisfactory. On one point we cannot agree with Prof. Russell—in classing the Methods of Induction as processes of observation and experiment forming a stage preceding the use of hypothesis. This is not the natural order of thought either in science or in ordinary life. Hypothesis, crude or valuable, is inevitably used from the first step of inquiry; and, indeed, without some such guiding idea, observation and experiment would be of little value, while the Inductive Methods can only be used at a late stage when most of the difficult work is accomplished, often merely affording the additional test of the invariable absence or presence of the cause (already ascertained) when the effect itself is absent or present. On the whole, the book is clear, well arranged, and well written, and may be strongly recommended. There are copious examples, but no index—a defect in such a book.

Water Babies. By CHARLES KINGSLEY. An edition for Schools, abridged and annotated by JANET HORACE-SMITH and MARION L. MILFORD. With Illustrations by JANET ROBERTSON. (2s. 6d. Clarendon Press.)

Certain *prima facie* objections to this undertaking inevitably arise in the mind of the impartial reviewer. But, as these are frankly anticipated by the authors in the first two pages of their preface, a consideration of them at the outset may not be taken as implying any want of appreciation of the way in which the work is performed. "Our first object," the editors tell us, "was to meet the requirements of schools." That the schools should include in their "requirements" a book of exactly this quality and calibre is a point at which we find ourselves tempted to cavil. Is not, we would question, the chief value of "Water Babies" its fusion of science with poetry—its stimulus to imagination grounded (as all true imagination must be), in fact, but aspiring thence to wonders that eye hath not seen nor ear heard? Do we not, some of us, look back to it as a portal through which we passed out from the enchanted courtyard of childhood to the broad uplands of fair romance? And should we have been helped on this journey by notes such as the following?—"In saying that things should happen at the coming of the Cocqigrues Kingsley meant that they would never happen at all, as there are no such monsters," and "'grinning like a Cheshire cat' is an expression of uncertain origin. It is said that Cheshire cheeses used to be moulded in the form of a grinning cat, and the saying may have come from these." If a work of this kind be set as a text-book, there is probably no system for its annotators to pursue except the one of explaining every term that is difficult or mysterious. At any rate, a very delicate discrimination would be required in deciding just which of the allusions are meant to be merely suggestive and which are to be analyzed. Not the least of the achievements of the work that is before us is the proof its compilers have given of the number of references contained in "Water Babies" which are unmistakably of the latter class. Some fifty-four pages of small print are here filled with notes, to very few of which exception can be taken. A few of them, the editors, in their conscientiousness, have perhaps carried a trifle too far, and it is news to us that Quakers at any time had a testimony against the use of the terms "father" and "mother." But in the main they are excellent, and they are further elucidated by minute and careful drawings which do much to enhance their explanatory value. The best and most useful section is that which preponderates largely and is concerned with definite points of natural history, descriptions of birds, beasts, and flowers. There are two reasons for this: first, that these explanations do not trench on the delicate border-land suggested above that lies between fact and phantasy; second, that the book was primarily intended for Kingsley's own children, who were, of course, singularly well versed in the story-book of Nature. In short, the general verdict in regard to the notes must be that, granting the book had to be annotated, it hardly could have been done better. The loss, therefore, would be the greater if work of this quality should not ultimately tell in the right direction. And this end can only be secured by the full recognition on the part of the teacher that it is the province of the notes to deal only with the foundation on which the story is built, and that where, as in the instances of the Cocqigrues and the Cheshire Cat, they pass out of their own department they become worse than useless. Spite of his most praiseworthy efforts, it may prove impossible to set some of his pupils across the threshold of this treasure-house of fancy and imagination, but at least he will uphold the fact of its existence by regarding it as something living and organic not to be taken to pieces and rebuilt brick by brick, in the way of houses that are not heavenly, but are made

with hands. Miss Robertson's illustrations are excellent—notably the one of Tom making his way to the cabinet of Mrs. Bedonebyasyoudid. The atmosphere of this and most of the other drawings is—as it should be—that of a credible, tangible fairyland. Fault-finding, where so much is beautiful, would be a thankless and ill-judged task, and we would not wish to comment on a failure which is inevitable in the attempt to portray Mother Cary's face, were it not so complete a proof of our argument that the most artistic portions of the book are in themselves complete and incapable of translation.

Birdland Pictures. Twenty-four Illustrations from Photographs direct from Nature. By OLIVER G. PIKE. (3s. 6d. net. Crofton Publishing Co.)

Mr. Pike has given us a pleasant mixture of the familiar and the rare in birdland: the lark and blackbird and the ruddy sheldrake and great crested grebe. In most of the pictures the birds are nesting, and to find your bird and snapshot it must have been a work of infinite patience. The photographs are not so artistic as some of the Brothers Kearton, and the backgrounds are sometimes unsatisfactory, but the birds themselves are admirable. Mr. Pike has used the Goerz lens, "undoubtedly the finest in the world for natural history photography"; and also, we will warrant, the Goerz binoculars, whose merits for distant observation we have ourselves tested. In the letterpress he chats pleasantly of his adventures.

The Children's Heroes: The Story of Nelson and The Story of General Gordon. Edited by JOHN LANG. (T. C. & E. C. Jack.)

These books, in the main, are simply and vividly written, and therefore likely well to serve the purpose for which they are intended. Though the quality is unlikely to be inimical to their popularity with a juvenile public, we cannot but regret the ultra-sensational, even blood-thirsty, nature of many of the highly coloured illustrations.

Experimental Electro-Chemistry. By N. MONROE HOPKINS. (12s. net. Constable.)

This rather large book is of an elementary type, and is suited to the wants of students whose knowledge of chemistry and physics is rather limited. The first third of the book is really an elementary exposition of the theory of electrolytic dissociation, Faraday's laws, and energy relations, all written in a very clear and simple manner. Then follow directions for performing a few simple electrolytic preparations of important substances such as caustic soda, white lead, and vermilion. The production and use of ozone on a large scale, the preparation of nitric acid from the air, and the isolation of a few important metals then receive notice. But little space is devoted to organic preparations, because the chemistry involved is likely to be too complicated for many of those for whom the book is intended. The concluding chapters give some account of the theory of primary and secondary cells and of the attempts which have been made to obtain electrical energy directly from carbon. A useful bibliography of electro-metallurgy and electro-chemistry, arranged chronologically from 1791 to 1905, constitutes the final chapter. Here and there one notices expressions which are curiously crude in form and, at times, inaccurate. Thus, on page 55, "the electricity from an electrical machine is almost all potential difference"; and, on page 57, "we can think of the free ions being migrated by ordinary magnetic induction so common to all students of physics and electrical engineering." A beginner is not likely to realize the meaning of "hysteresis" from the statement, on page 63, that "the heating of iron by an alternating current under such circumstances is called hysteresis." The diagrams are throughout clear, and the book can be recommended to elementary students of the subject.

Exercises in Quantitative Chemistry. By H. N. MORSE. (8s. 6d. Ginn & Co.)

The author does not claim that this is a complete manual, but puts it forward as a selection of exercises chosen with the view of familiarizing students with a considerable variety of quantitative methods and operations. Given a thorough training in manipulation and method, a student will have no difficulty in carrying out an unfamiliar analysis when he has access to books of reference; and such a training will certainly be obtained if he works conscientiously through the course laid down in this book. Matters of fundamental importance in work claiming to be accurate—such as best methods of weighing, comparison of sets of weights, calibration of eudiometers, flasks, and pipettes—are dealt with fully. In addition to the usual gravimetric and volumetric estimations described in books of this kind, there are useful chapters on the determination of molecular weights and the purification of substances. Examples of the processes involved in the analysis of water, of organic substances, of iron and steel, and of gases also find a place. The course is a valuable one for students who intend to make quantitative analysis a strong point in their chemical education.

A Grammar of the German Language. By G. H. CLARKE and C. J. MURRAY. (6s. Cambridge University Press.)

The first point we look to in a new grammar is the print. The type leaves nothing to be desired, and the leaded German type catches the eye most effectively. It would have been better if lists of words, as in the genders, had been given in columns and a distinction made between the rarer and the more common. The authors do not state for

whom the grammar is specially designed; but, whether so intended or not, it will undoubtedly be used in schools as a book of reference, and a very complete index fits it for this purpose. Great pains have been taken to bring it up to date. Language grows and grammar lingers: the school grammars of to-day reflect the literary German of a century ago. Accidence and syntax are combined. This may be more logical, but we are not convinced of its advantages in practice. For one thing, it necessitates a good deal of repetition or cross references. Thus, to answer an elementary question—how is time, past, present, and future, expressed in German?—we must refer to nouns, numerals, English prepositions, &c.; and there is danger that the pupil will render "I lived for four years in London," "Ich wohnte auf vier Jahre in London" (page 340). We add a few comments that have occurred to us in the perusal. Page 29: "*verblieben*, completion of action." Surely this is strained—*ver* = "away." Page 82: "Physical strength, power, violence, or the like are qualities essentially masculine." We think of the German equivalents, *Kraft*, *Macht*, *Gewalt*. Page 195: "Objective verbs are such as denote an action extended by the subject to some other person or thing called the object." The term seems to us no improvement on the old "transitive," and it does not cover the verb when used in the infinitive. Page 252: *frohlocken* and *liebhaben* have both forms of the past participle. Page 275: "A past participle has an active meaning if derived from an intransitive verb, *die angekommenen Freunde*." The authors have been misled by the English idiom. Page 368: concessive clauses cannot be said "to give a result." Page 385: for "indirect question" read "direct."

"The Carmelite Classics."—(1) *Shelley, Adonais*; (2) *Macaulay, Life of Goldsmith*. Edited by N. L. FRAZER. (3d. each. H. Marshall.)

These booklets commend themselves by their external appearance, and we approve the plan of editing—notes reduced to a minimum, giving only what pupils cannot be expected to find out for themselves, and at the end some suggestive questions. But we cannot approve the execution of the first volume. Can a schoolboy be expected to make out the meaning of lines which Prof. Hales cannot, or could not, understand; or will he discover by the light of nature who is the Pilgrim of Eternity? Does it pass the wit of a schoolboy to discover for himself that "ruth" means "pity" and "sere" means "faded"? Such notes, too, as "Urania is the name by which Venus is known in heaven"; "the Pyramid or monument of Cestus [*sic*] marks the burial-place of both Keats and Shelley at Rome," are not illuminative.

Great Buildings, and how to enjoy them: Gothic Architecture. By EDITH A. BROWNE. (3s. 6d. net. A. & C. Black.)

The book consists of some fifty illustrations of famous Gothic cathedrals and churches, with letterpress to face them, giving a brief account of date of buildings and leading features. A brief introduction deals with the genesis, development, and significance of Gothic architecture. The writing is non-professional and unassuming, and the volume is well adapted for a school prize.

Stanford's Octavo Atlas of Modern Geography. Third Edition. (25s.)

We were well acquainted with this fine library atlas in the quarto size, but we believe that it is now produced for the first time in the more convenient octavo. It is both pleasant to the eye and good for food. The *Handy Atlas* (price 10s. 6d.) is a selection of thirty from the fifty maps of the larger work.

"Junior School Books."—*The Gospel according to St. Matthew*. With Introduction and Notes by E. WILTON SOUTH, M.A. (1s. 6d. Methuen.)

The notes are up to the average standard of such books. There is a short introduction dealing with the teaching of the Gospel, the growth of written records, the four Gospels, the Synoptic Gospels, the Gospel of St. Matthew, the Jewish hope of a Messiah, Palestine, religious state of the Jewish nation. Some useful appendices and maps complete the volume.

St. John: the Revised Version. Edited, with Introduction and Notes for the use of Schools, by ARTHUR CARR, M.A. (Cambridge University Press.)

This little commentary is decidedly above the average. The introduction and notes are lucid and concisely arranged. Account is taken of recent critical work on the Gospel and cognate themes. An excellent feature is the running analysis that accompanies the text. The book ought to be found most useful for class-work, and we cordially commend it. There are two good maps. Type, paper, and binding are excellent.

Elementary Electrical Engineering. By J. H. ALEXANDER. (3s. 6d. net. Crosby Lockwood.)

The author states that this book represents an amplification of lectures in electrical engineering given to young artisan members of an evening class. It is far from easy to devise a satisfactory course of instruction in this subject without introducing mechanical ideas and mathematics, which, unfortunately, many evening students do not count as part of their equipment. One feels therefore that the author handicaps himself seriously when he says that "he has omitted all complicated mathematical formulae." Making all due allowance for the

superficial treatment of much of the subject which necessarily follows, it seems that a fairly good book has suffered considerably by much looseness of expression and occasional inaccuracy of statement. On the first page we are told that electricity is a form of energy. Both on pages 3 and 115 the author seems to reverse the usual signs of the poles in a voltaic cell, and the use of acid in a bichromate cell is not mentioned. At page 10 Coulomb's law of action between *poles* is wrongly given as the law of action between *magnets*. On page 23 it is implied that silver cyanide solution is acid. The descriptions of galvanometers on pages 46 and 47 need most drastic revision—at present they are useless—and on page 59 an attempt to explain Wheatstone's Bridge by a mechanical analogy is marred by a misstatement respecting the ratio of the balance arms. Further, we find such statements as these:—"A positively charged sphere possesses magnetic lines of force" (page 26); "a microm [sic] = 100000 ohm"; "the Nernst filament consists of a highly *refractive* oxide"; and so on. With careful revision the book might become really useful to the class of student for whom it is intended.

Electromagnetic Theory of Light. Part I. By C. E. CURRY.
(12s. net. Macmillan.)

Starting with Maxwell's equations for electromagnetic disturbances in the ether, Dr. Curry develops in this volume the fundamental laws of optics. No experiments bearing on the matters discussed are described, as the work is confessedly entirely mathematical. It is, therefore, obvious that only those students whose mathematical training has been very thorough can make use of the book. Part II., which has yet to appear, will deal with those phenomena for which Maxwell's theory cannot satisfactorily account.

Messrs. Collingridge send us a set of *Fruit-Culture Charts* drawn up by Miss L. F. BANYARD. The operations of Planting, Cutting and Layering, Pruning, Budding, and Grafting are clearly shown, and the letterpress is brief and pointed. They are published for the Fruit-ers' Company—price, for single chart, 2s. 6d. net; for set of five, 5s. net. They are admirably adapted for the higher classes of country schools.

THE BLAKE EXHIBITION.

Thank heaven! I never was sent to school
To be flogg'd into following the style of a fool!

A SAD change has come over the face of education since Blake penned these comfortable lines. A hundred years ago the delicacy, the complexity of the human branch of nursery gardening were appreciated so little, the hand of the cultivator was so rude, that his would-be ministrations offered themselves for types of frost and blight.

O father and mother, if buds are nipp'd
And blossoms blown away,
And if the tender plants are stripp'd
Of their joy in the springing day
By sorrow and care's dismay,
How shall the summer arise in joy
Or the summer fruits appear?
Or how shall we gather what griefs destroy
Or bless the mellowing year
When the blasts of winter appear?

We must suppose that the contemporary theory of education—if education already suffered from a theory at that early date—laid emphasis on the need for hardening and anticipatory acclimatization. And, to be sure, it is a need not wholly negligible and certainly not emphasized unduly now. Blake's epigram has lost its sting, and even when he framed it its poison was not for others only, but turned in part against himself. From the beginning to the end he was a self-educated, that is a half-educated, man. To the end he was afraid of education, and to be afraid of education is to be afraid of culture.

I must create a System or be enslav'd by another man's;
I will not Reason and Compare: my business is to Create.

Here, in close union, at first sight hardly distinguishable, lie the sources of his weakness and his strength, the truth and error of his way. For analysis is, indeed, the enemy of action and of all constructive work, a murderous process culminating in death. But in the intellectual, as in the physical, world there is a constant give and take, and death is never the final word. The life and luxuriance of the present draws from the ashes of the past. Perfect creation can only be founded upon discriminating appreciation of past achievement and past failure. The only certain road to such appreciation is by a

criticism which involves analysis, and part at least of the function of education is to train the faculty, still more to maintain the standard by which failure and achievement may be judged. The uneducated man, being a stranger to the accepted currency of excellence and merit, has nothing for it but to mint a fantastic coinage of his own. This is what Blake felt himself forced to do, and his weakness was that he made a virtue of the necessity. There was no alternative in his eyes but to impose or be imposed upon, and he was so un-Socratic as to choose the active rather than the passive of injustice, preferring, in this particular, to be not sinned against, but sinning.

I must create a System, or be enslav'd by another man's.

—Creation was, indeed, his task; systematization was his snare. He fell a victim to that very Devil whom else it might have been his proudest boast to have exorcised. "Beware the back-blows of Sathanas." Rather than seem the one slave among the many, Blake was content to impose a new slavery—upon himself, if not upon his kind. It is a strange irony, indeed, to see this strenuous apostle of spiritual and intellectual freedom labouring to construct a fresh universe by system and by symbol, and deceiving himself with the belief that because new created his system will be no system, that its fetters will be the less binding because he has forged them with his own hand. Blake, in so far as he arrived at creating a new mythology, was false to himself—false, that is, to the artistic principles which he was most concerned to uphold.

Every great mythology lives for the most part in human memory through the achievement of the artists who made it the foundation of their work; and it is sometimes on that account supposed that to mythologize—to body forth certain symbolic characters and to define their meaning and associations—is itself an artistic procedure. The reverse is the truth. A made mythology offers, indeed, grand material for the artist's imagination, but its value is precisely that it comes ready to his hand, that it is common property, not made by him, but existent already as a network of associations in the minds of his fellow men; and just in so far as his work is poetic in the most exalted sense, seeing beyond the type to the thing typified, it will destroy the rigidity of these associations, will fuse, transform, and pass beyond them. And it is the grand merit of Blake's art that this vitalizing power is present in it so perpetually. Even his mythologies may be forgiven him, because half his time he deals with them like a true artist and destroys them as soon as they are made. In the work of earlier poet-mystics he aims for the most part at the higher—the poetic—sense. The wonder of that crystalline water-colour "The River of Life" is wholly separable from its acceptance of the symbolism of the Apocalypse. We may mark, if we please, the various heavenly trees that fringe the stream, and count the number of their fruits; but to do this is not to see the picture. To see the picture, we must feel the swift flow of radiant water that sweeps without hindrance away to the sunset and the Western world—while the soul sails with it, sharing the triumphant buoyancy of its course, or stoops, in an ecstasy of exhilaration, to draw from it that draught which tasting it shall never thirst again. Here is a treatment the very virtue of which is in emancipation of the mind from any rigid acceptance of its chosen imagery as a final embodiment of truth.

The same may be said of the far less powerful, but hardly less lovely, drawing entitled "Jacob's Ladder." Blake himself, in one of his autobiographical poems, gives us a cue to the interpretation of this. For him there is constant ministration, as by angels, between Earth and Heaven, recognized, if you will, in dream, but only so, because the waking eye is preoccupied with lesser things—

The eye of Man, a little narrow orb, clos'd up and dark,
Scarcely beholding the great light, conversing with the ground.
But in Felpham, his own village, he sees it and calls his friend
to share the joy—

Away to sweet Felpham, for Heaven is there—
The Ladder of Angels descends thro' the air.
The bread of sweet thought and the wine of delight
Feed the village of Felpham by day and by night.

Jacob's vision becomes thus for Blake the symbol of an unchanging reality: it is a vision which he shares; but here, again, he does not lose the reality in the symbol. This spiral, these slender figures passing to and fro, are a revelation of

something greater, deeper, more intimate than themselves. Neither Blake, we understand, nor Jacob saw their like. It was no unique manifestation granted either at Bethel long ago or at our own Felpham in these latter days. They saw, and thus expressed, what is always and everywhere discernible to the discerning eye. That Blake was at times no artist, that he set himself to systematize his visions, to give a rigid anatomy to those airy children of the mind whose flexibility was their life, resulted, we believe, from a misconception on his part that came of defective culture. It would not become us to say that education in his time was all that it ought to have been. But wherever men lay their heads together certain errors are avoidable. And who scorns common knowledge is sure somewhere to pay forfeit in more than common confusion.

OBITUARY.

MARY ELIZABETH CHRISTIE.

IT is with deep regret that we record this month the loss of one of our oldest and most constant contributors, Mary Elizabeth Christie, who has been connected with this journal for five-and-twenty years. She was the second daughter of Mr. W. D. Christie, sometime member of Parliament, editor of the *Globe* Edition of Dryden, and author of a *Life of the first Lord Shaftesbury*. He was a friend of Thomas Carlyle, and was, with him, mainly instrumental in founding the London Library. He had other famous literary friends, and Miss Christie may be said to have grown up in a literary atmosphere. She was born in London in 1847, and lived there till her father's death, when the family removed to Kew.

Her chief literary work was reviewing. She also wrote many articles on various topics, and a number of stories, most of which appeared in this journal—"Mr. Chichester's Conscience," "A Sub-editor's Story," "Red Lilies," &c. At the time her connexion with this paper began she also wrote for the *Pull Mall Gazette* and for the *Fortnightly Review*. Later, she became one of the staff of the *Spectator*, and there was a warm friendship between her and Mr. Hutton, the former editor. She also wrote for the *Churchwoman*, the *Pilot*, and the *Guardian*: her chief contribution to the last named paper was a series of articles on various authors—Thackeray, George Eliot, Mrs. Oliphant, &c.

A few years ago she joined the Christian Social Union, and to further the aims of that society she delivered early last year a series of lectures, called "Ideals of Life," on such subjects as "Home," "Society," "Fashion," "Work," &c. She took a warm and practical interest in work among the poor, especially in schemes for helping them in a human and individual rather than a mechanical and collective way. But the cause with which her name will always be associated was the founding of the Art for Schools Association, the objects and work of which are familiar to all readers of this journal. Of this association she was for many years the life and soul, throwing herself into every detail with characteristic energy and thoroughness.

It would be impossible to give an adequate idea of her personality to any one who did not know her. A friend told her once that she was the most serious minded and the most light minded person he knew. With a *fond* of gravity she combined a sunny temperament that "could not help enjoying everything," a keen sense of humour, and a flow of delightful nonsense. An original thinker, always living in the world of thought and idea, with a fine taste in poetry, art, and literature, she was yet intensely interested in the practical details of everyday life, and loved to administer them. There was a certain severity about her, and she had a way of hitting straight from the shoulder in personal criticism or rebuke; but her warm heart was seized with remorse if ever she found that she had given real pain to any one. She was an indefatigable and insatiable correspondent, and delighted in letters, which she called a "subtle effluence." Perhaps her chief characteristic was a sort of white heat of enthusiasm with which she irradiated every subject that interested her.

In her younger days she was for some time a member of the Positivist body, but in 1884 she returned with renewed conviction to the Church in which she had been brought up. Physically

strong and vigorous, she overtaxed her powers. Last autumn she was continually ailing, and her health quite broke down at the end of the year. It was thought that she was only overdone with her various activities, and that complete rest and change would restore her to health. She went to Eastbourne in March, but while there it was discovered that her illness was much more serious than had been supposed, and she returned to spend her last days among her kinsfolk and friends. It was on May 15 that she travelled home. The weather was exquisite, and, though weak and suffering, she was able to enjoy the tender green of the trees, the bluebells in the copses, the primroses on the banks. She said to the friend who was with her: "You will think of me in many ways, I know; think of me as one who loved the beauty of the world to the end." Afterwards she said that she could not have enjoyed the journey more if she had been in full health and strength.

The news of her fatal illness brought her a flood of letters conveying the deep sympathy and sorrow and affection of her friends. She was quite overwhelmed; for she had no conception how much she was loved and valued; and she said that, though she suffered, she was abundantly satisfied and happy. She came to the conclusion, she said, that one's friends see one as one desires to be, not as one really is; "and, she added, 'I believe that God Himself sees us as we desire to be, and helps us to become more like it.'"

She grew rapidly worse after her return home, and passed into the unseen world on July 6, full of faith and hope and peace—an irreparable loss to those who had the privilege of her friendship.

JOTTINGS.

"THE Federal Council of Teachers in Secondary Schools" has come to the birth and consists at present of the following associations:—Head Masters', Head Mistresses', Assistant Masters', Assistant Mistresses'. A Chairman, Treasurer, and Secretary for the year ending April 30, 1907, have been appointed, and a constitution has been adopted. It will be observed that of the eight constituent bodies, according to the first intention, three—the College of Preceptors, the Head Masters' Conference, and the Private Schools—are not included, and the adhesion of the Head Masters' Association is conditional on the approval of the general meeting in January, 1907. At the half-yearly general meeting of the College of Preceptors on July 21 a motion was passed authorizing the Council to join the Federation. Each of the associations that has joined is asked to contribute £10 towards the expenses of the year.

HOLIDAY IN SWITZERLAND.—Miss Walter is arranging to take a party to Switzerland on August 7. The tour will be organized for a fortnight, and the time will be spent at Grindelwald and Adelboden—both places about 4,000 feet high and in the centre of beautiful Alpine scenery. Second-class carriages will be reserved from London: the route out is *via* Dover, Calais, Bâle, and Berne, the return route being *via* the Brünig Pass, Lucerne, and Paris. The cost of the holiday will be ten guineas. The tickets are available for twenty-five days. Further information will be supplied by Miss Walter, 38 Woodberry Grove, Finsbury Park, N., to whom immediate application should be made.

GEOLOGY as a school subject was illustrated by the exhibits from the Paddington and Maida Vale High School (Girls' Public Day School Trust). It is a matter for regret that this subject does not often find a place in the curriculum, particularly at the present time, when efforts are being made to rationalize the teaching of geography. Moreover, some knowledge of geology is a fitting introduction to the study of botany and zoology, since the biological features of a district are necessarily connected with the nature of its soils, drainage, and general physical configuration. Apparently the subject may form a holiday interest, since the exhibit shown included specimens from the collections made by the pupils themselves in their holidays during the last two years, and included minerals, rocks, and fossils, &c., from such different localities as North Wales, Sussex, Devonshire, and Cumberland. School expeditions had also resulted in varied specimens. A series from the school collection illustrated the different methods of fossilization, and there were plasticine models of overlap, unconformity, faults, and the formation of an escarpment.

It is pleasant to note another small scholarship scheme connected with the Cambridge Summer Meeting is about to take effect. At the annual meeting of the Local Centres Union for the Extension of

University Teaching held in Oxford last August, a resolution that the Union should, as a body, found a fund to provide such scholarships for the Summer Meeting was unanimously adopted. The conditions being submitted to, and approved by, the Syndicate, a body of students who had passed a Cambridge University Extension examination between September, 1904, and May, 1906, or had written papers regularly in connexion with the Cambridge Six-Lecture Course during the time, were admitted from the co-operating centres to an examination in June, and the successful candidates are now about to enjoy the benefits of this fund. They will receive money grants, the minimum being £2 and the maximum £6, from the Union; and from the Syndicate a free ticket for the whole Meeting or for one part. The awards were made by the Syndicate, and it was a condition that scholarships should be held only by those who could not attend the Meeting without such aid, and have not obtained a scholarship from any other source.

THE Local Lecture Summer Meeting of the University of Cambridge will be held from August 2 to August 28. It is divided into two parts of a fortnight each, either of which can be taken. The principal subject will be "The Eighteenth Century," and the inaugural lecture on "The Rise and Development of the United States" will be given by the American Ambassador. Among the lecturers in the Education Section are Prof. Sadler, Mr. Oscar Browning, and Dr. Breul. France is strongly represented by Profs. Gabriel Monod, A. Beljame, and H. Lemonnier.

WE understand that there has been this year a considerable falling off in the number of candidates entering for the examination of the Cambridge Teachers' Training Syndicate. In the last four years their numbers have nearly doubled (262 in 1906 against 145 in 1902). This falling off may be taken as a direct consequence of the impending abolition of the Register.

THE TRAINING OF TEACHERS IN OXFORD.—Generous gifts have recently been received to enable the educational facilities of Cherwell Hall to be considerably extended. The foundation stones were laid on July 11 of a new wing of Cherwell Hall for 30 women students and of a new modern secondary school at Milham Ford for 225 girls. Cherwell Hall is unique as a training college in that it trains various types of women teachers, and has under the control of the same Council a modern secondary school containing day girls, boarders, and pupil-teachers. The following types of students are received at Cherwell Hall:—(1) Graduate students preparing for the Oxford, the London, and the Cambridge Teachers' Diploma. (2) Selected trained teachers already employed in elementary schools as teachers are received for a one year's course, to study special subjects closely related to their work. For example, Nature study and school gardening, geography and methods of teaching it, handicrafts and brushwork, special studies of Froebel and Herbart. These students are taken for one year at the low fee of £10 a term, which includes tuition, board, and residence. The Board of Education contributes a grant towards these students. (3) Students who have passed the Higher Local and Senior Oxford examinations may also be received for one year on the same terms to work for the Government Teachers' Certificate. (4) There is also a Kindergarten Training Department; students are prepared for the Higher Froebel Certificate. (5) Foreign, American, and colonial teachers are allowed to attend special classes to study methods of teaching special subjects. Milham Ford School, which is being rebuilt and reorganized by Miss Catherine I. Dodd, M.A., affords excellent opportunities for exemplifying the theories of education laid down in the lecture hall.

TEACHERS' GUILD NOTES.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

THE guillotine has fallen, and Clause 36 of the Education Bill has been passed in the Commons. Much will be the lamentation which will follow this drastic performance. We should hear a great deal about it from the teachers' associations were it not that their members are all too busy or too tired at the end of the school year to meet and record their views. Moreover they have expressed themselves clearly on the clause before it was reached in the House of Commons. That there has been absolutely no discussion on it in Parliament is a grave misfortune; but our regret is tempered by such letters as that of Mr. S. H. Butcher in the *Times* the other

day, which stands out, perhaps, more prominently than if it had been a speech on the clause, and that of Mr. Birrell to Mr. T. B. Napier, in which he refers to Mr. Butcher's letter. After all, what are we going to lose if Clause 36 becomes law? Do we want the Board of Education to keep a Register of Teachers? Yes, if there be no better alternative; no, if the consequence of the removal of the obligation is to be the establishment of a statutory Educational Council, charged, among other duties, with the keeping of a Register. Mr. Birrell's letter does not shut the door against this alternative. The writer is open-minded and sweetly reasonable. He asks for nothing more than a scheme "which would be beneficial and practicable and satisfactory to the teaching profession as a whole." Our own scheme, which is before Mr. Birrell, meets, we believe, the first two of his requirements. It would satisfy, we have reason to think, our own members and the teachers in primary schools and the teachers of elementary subjects in secondary schools. There is also a mass of evidence accumulating to show that it is becoming palatable even to many teachers who have hitherto stood firm for a Register in two sections, and for the University degree as the minimum qualification on the academic side for registration. Any one who has read the *Educational Times* lately can find there how much opinion has veered round towards the quarter of a comprehensive Register among the teachers represented by the College of Preceptors, to name one body only.

THE last line of defence of the champions of the existing Register is the University degree. Mr. Butcher puts it forward as the ideal to be aimed at, but we are glad to see that he does not rule out a lower academic qualification at the start. The fact is that to demand the degree *now* is to seek the establishment of a limited class Register, and to court fresh shipwreck. The included in such a Register would be but a fraction of the whole profession, and the excluded would be almost all the teachers professionally qualified by training. Of course, it would be in many ways excellent if all teachers were graduates; though we believe that in some spheres of teaching work bookish qualifications, such as a degree obtained by private study would supply, would be a positive drawback, as being destructive of freshness. For instance, would a kindergarten teacher gain in hold over the attention and interest of children of the age of five or six years by a graduate course? Would Nature study be altogether helped by such a course? Some of the advocates for the degree would put kindergarten teachers on a Supplementary Register. Such people cannot fully realize that the kindergarten is the foundation of the main building in education. Supplementary Registers are for the teachers of so-called "extras," and for them only.

WE feel certain that the policy of the profession now is to work for the establishment of an Educational Council. Such a Council would have a great initial advantage in not being a State Department, and would grow to be the mouthpiece of the teaching expert in a manner which would be impossible for any Board of Education. It would give dignity to the profession. It should be largely composed of members elected by the profession through its Register or roll. It would be able to act judiciously in dealing with the difficult questions of tenure between heads of schools and governing bodies and between assistants and heads, and, with the growth of public confidence, would gradually gain power to regulate and co-ordinate the external examinations of schools, and even to modify the curriculum in different classes of schools in accordance with the best educational opinion of the day. Above all, we believe that it would be the mainstay of the high-class private or independent schools, which are threatened with extinction by inimical forces which, meaning them no ill, yet in all their operations so act as to render their existence more and more precarious.

THE Office of the Guild will not be closed during any part of the summer holidays, but the usual shortening of Office hours will begin on Monday, August 13, and will last for three weeks. During that period the Office will be open from 11.30 a.m. till 4.30 p.m. (Saturdays till 1.30 p.m.). The Library will not be available for members for six days from the 30th of August, during the annual cleaning.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The Council have made the following appointments:—Mr. P. G. Thomas, M.A. Cantab. and Liv., as Lecturer in English Language and Literature; Miss F. C. Johnson, M.A. Lond., as Assistant Lecturer in French; Mr. J. F. Spencer, M.Sc. Liv., Ph.D. Breslau, as Demonstrator in Chemistry; Miss E. Hanhart, M.A. (Mathematical Tripos, Cantab.), as assistant in the Department of Mathematics; Miss G. W. Martyn, B.Sc. Lond., as Physical Instructor.

A Research Scholarship in Zoology has been awarded to Miss Lilian Ash, National Science Tripos, Cantab. Entrance scholarships have been awarded as follows:—Clift-Courtauld in Arts (£31. 10s. for first year, £28. 7s. for second and third years) to G. F. Bennett, of Tremarth School, Hampstead; Deccan in Arts (£40 for three years) to G. Inkster, of Clapham High School; Pfeiffer in Science (£48 for three years) to M. Brownsmith, of Bournemouth High School; Deccan in Science (£60 for three years) to A. F. Bate, of Croydon High School. Scholarships for the Secondary Training Course beginning in October have been awarded to D. M. Charles (Somerville and Royal Holloway Colleges) and to E. K. Mullins (Newnham College). Grants in aid have also been awarded to B. M. Munro (Newnham College) and to N. R. Manson (Newnham College).

Mrs. John Ellis and the Principal of Bedford College were at home on Tuesday, July 17, at 40 Pont Street, S.W., 5 p.m., to meet Miss Marie Shedlock (on her return from the United States), who will speak on the "Educational Value of Fairy Tales as an Introduction to the Study of Literature, and as a means of awakening the Imagination of the Child." Miss Shedlock's work in America has been carried out in connexion with the children's rooms of the public libraries and the training schools for elementary teachers, and has aroused great interest throughout the United States.

ROYAL HOLLOWAY COLLEGE.

The following awards have been made by the Governors of the College on the recommendation of the examiners:—Scholarships of £60 for three years to Miss M. Y. B. E. de Ternant, French and German, with credit for Pure Mathematics (Church Company High School, Streatham); Miss L. K. Ellis, German and French (University College, Bristol); Miss W. M. Seville, Mathematics and Chemistry (Notting Hill High School); Miss M. E. White, Mathematics (South Hampstead High School). Scholarships of £50 for three years to Miss O. C. Beach, Classics, with credit for Pure Mathematics (Mary Datchelor School); Miss M. M. Green, History and English, with credit for French (St. Winifred's, Eastbourne); Miss O. F. Martin, Mathematics, with credit for Physics (City of London School); Miss D. Menzies, Chemistry and Botany, with credit for Pure Mathematics (North London Collegiate School); Miss E. P. Padfield, Botany and Chemistry (Mary Datchelor School); Miss M. E. Walker, Classics (City of London School). Scholarship of £40 for three years to Miss W. Wright, Mathematics (Durham High School).

OXFORD.

The University has, of course, been in vacation during the whole of July and the last fortnight of June, and in ordinary circumstances I should not trouble you with correspondence; but by inadvertence I omitted in my June letter to add the notices (printed below) from two of the women's colleges. This omission I hope you will permit me (with apologies) to repair; and I take the opportunity to prefix a few University items which have appeared since in the rare vacation *Gazettes*.

Another important change has been introduced into the curriculum for Honour Moderations in Classics by the Board of Faculty of Arts, in regard to the Greek plays offered by the candidates. In the older system, which lasted till the early eighties, the drama was one option among many; latterly, since the change, the Greek tragedians were made a special group (one among four), and were practically taken by everybody. The amount required was three plays, and latterly the plays offered had to be either *Æschylus' "Trilogy"* or one play of each of the three dramatic poets. In recent years, owing chiefly to the publication of certain exhaustive commentaries—of which Jebb's "*Sophocles*" is the most distinguished example—the industrious and ambitious student (whose interests deserve every consideration) found the task increasingly laborious. The object of the recent reform was at once to lighten this excessive labour and to encourage a study at once less onerous, more profitable, and wider.

The new system is to begin two years hence, so as to save all vested interests. One play of each poet is to be "specially prepared," and each candidate must offer four other plays (including one from each of the three dramatists) for less special study. The idea clearly is that he will read five plays, and know all about one, instead of trying to know all about *three*, with very imperfect success. There is little doubt that the change is educationally an improvement.

The annual report has been issued of the Delegacy for Training of Secondary Teachers. The numbers on the whole have remained very steady for the last few years; for 1905 they are 54 men and 51 women. Whether the numbers will continue to keep up, now that the Register is abolished, we cannot be sure. It probably depends on the nature and amount of "encouragement" promised by Mr. Birrell.

The following University notices have appeared:—

Squire Scholarships: S. M. Morgan (Exhibitioner-elect of Keble), P. T. B. Clayton (Scholar of Exeter). Rolleston Prize: G. W. Smith, B.A. (New Coll.). Leather-Sellers' Exhibition: A. W. G. Edwards (St. John's).

The death is announced of the Ven. Archdeacon Brooke, of Halifax, formerly of University College.

The funeral of the late Mr. Beit (as a benefactor to the University) was attended by the Vice-Chancellor and Proctors, the Beit Professor (Mr. Egerton), and the Secretary to the University Chest.

SOMERVILLE COLLEGE.—The Council of Somerville College has awarded a Fellowship to Miss Florence Isaac (Girton College, Cambridge, and Society of Home Students, Oxford), who has undertaken an investigation of the refractive indices and other properties of crystallizing solutions, and a study of the early stages of crystallization.

ST. HILDA'S HALL.—Scholarships of £35 each have been awarded to Miss Ella O. Bell, Notting Hill High School (in Classics), and Miss Gertrude E. Easton, Maria Grey Training College (in History).

MANCHESTER.

Just as, a few years ago, the annual speech day of the Manchester

High School for Girls was the occasion of the first public appearance of Prof. Sadler in Manchester, so this year the new Dean (Bishop Welldon) was the principal speaker at that ceremony, which was also interesting, as Prof. Tout made his first appearance as the newly elected Chairman of the Governors. The speech day of the High School followed closely upon another important and highly successful function—the Horticultural Show, which was the means this year of raising £50 towards the fund for providing the school with an electric light installation. Regret is felt at the loss of Miss Shannon, B.A., who is retiring from teaching. The mistresses newly appointed are Miss Burns, B.A., of the Royal Holloway College, and (in the Junior School) Miss Haskyns, of the Training Department for Secondary Teachers, Bedford College, London. Leaving exhibitions have been awarded to the total value of £240.

The Lord Mayor of Manchester presided at the annual speech day of the Walley Range High School for Girls on July 25th in the Hulme Town Hall.

As already announced, Lord Stanley of Alderley kindly consented to distribute the prizes at the annual gathering of the Manchester Grammar School in the Free Trade Hall on August 1. Rowing has so far advanced at the school that for the first time a four entered for the Eaton Plate at the Chester Regatta. The Grammar School will feel deeply the loss of Mr. H. L. Earl, M.A., who, after twenty-five years on the staff, is retiring from teaching.

Very satisfactory reports were presented at the prize days of the Salford Technical School and the Salford Secondary School for Girls. The Salford Education Committee have appointed a committee to consider the practicability of giving systematic instruction in "morals, temperance, thrift, elementary economics, citizenship, hygiene, and domestic economy" in the elementary and secondary schools. They are also memorializing the Tramways Committee on the question of the issue of tickets bearing advertisements of the character of lottery tickets. *A propos* of this action of the Salford Committee, we may refer to words spoken in Manchester recently by Sir William Mather, who said he "would rather see the children of our working classes acquiring perseverance, a moral conscience, good manners, clean habits, clean minds, manual training, the habit of thinking, an elementary knowledge of the simple laws of health and Nature, and physical strength than the whole curriculum of the best elementary school we have."

Among a number of honorary degrees to be conferred by the University may be mentioned the conferring of a degree upon Mrs. Sarah Fielding, who endowed the Chair of Education. On the occasion of the visit of the Classical Association to Manchester in the autumn honorary degrees are to be conferred upon Lord Curzon, the President, and upon Mr. Haldane. In making his annual statement, the Vice-Chancellor referred to the increase in the number of students, to the new Faculty of Technology, to the institution of a Special Certificate in Biblical Knowledge, and to the foundation of additional Lectureships in Law owing to an increased grant from the Manchester Law Society. At the Degree Day, a few days later, the Vice-Chancellor spoke of the fact that, for the first time, graduates were admitted in the two new Faculties of Theology and Technology, and also to the conferring of degrees for the first time (under new statutes) upon those who had con-

ducted research in the University. A special appeal has been made for funds for the proposed new Union buildings.

Mr. A. C. B. Brown, B.A., Oxford, has been appointed assistant Lecturer in Classics; Mr. G. H. A. Hickling, B.Sc., has been appointed Assistant Lecturer in Geology. Other appointments include those of Mr. F. J. Tanqueray, B.Sc., L. ès L., as Assistant Lecturer in French, and of Miss Grace Owen, B.Sc. (Columbia), and Mrs. Pete Sandiford, B.Sc., as Assistant in Education. A committee of ladies has been formed, with Miss Oakeley as secretary, to deal with the question of the provision of suitable lodgings for women students.

At a meeting of the Lancashire Education Committee on July 16 Sir Henry Hibbert referred to the need for undenominational training colleges in the county. The Manchester Education Committee propose to make a grant of £400 towards the expense of

increasing the accommodation at the County School in Cheshire. A special scheme has been drawn up by the Manchester Committee with the object of improving the reading in the public elementary schools of the city. The aim is further to lead children to the appreciation of the best English literature. The Sub-Committee on Playing Fields have presented their report, in which they recommend that the Committee provide fields away from the schools and also wait upon the Parks Committee to ask for special facilities for games. An interesting report was also presented on the classes for stammering children.

Under the Presidency of Mr. Paton, a meeting of educationists was held at the Grammar School on July 4 to discuss the question of co-education. A committee was appointed to arrange for a public meeting in Manchester in the autumn to further the scheme for the foundation of a school at Harpenden. The Rev. Cecil Grant, the prospective Head Master, was among the speakers.

WALES.

So many modifications have already been introduced into Part IV. of the Education Bill that it is somewhat difficult to grasp the present position of the Welsh National Council. It is, however, perfectly clear that the Council to which the House of Commons will give its final sanction will be a vastly different body from that which was foreshadowed in the first draft. The powers which were originally conferred upon it were so extensive that many who believed in the soundness of the principle that Wales should be given a certain amount of autonomy in educational matters were inclined to withhold their support to the Government's proposals. They have been subjected to such fierce criticism in Wales that Mr. Lloyd-George seems to have realized long ago that it was quite futile to expect anything like a consensus of opinion in their favour. This is the only way in which it is possible to explain the extremely conciliatory tone which he adopted during the debate in Committee. He showed that he is prepared to go to almost any lengths in the form of concession to the "minority," provided only that he can secure a fairly united opinion on his side. The one object is to mould this section of the Bill into such a shape that the Lords will have no reasonable excuse for rejecting it *in toto*. In his opinion it is far better to get an inferior machine with limited powers which the majority of the Welsh people could accept without suspicion than a more perfect machine which half the population would regard with mistrust.

The Government's first attempt to meet the demand for more effective parliamentary control over the doings of the Council was not remarkable for its success or foresight. As the Bill left the Committee, it provided for a member of Parliament, "whether a member holding office or not," to be responsible to Parliament for all the acts and finances of the new Council. In effect, a Welsh Minister of Education was to be created. But, probably under the fire of criticism from the Opposition, this proposal was no sooner made than it was abandoned. According to the latest amendments, the control of Welsh education of all grades will be transferred to the Treasury, and, instead of a special Welsh Minister, some official in the House, who is connected with the Treasury, will be answerable to Parliament for the National Council. The Government has also acceded to other demands of the Opposition; for it is prepared to grant to the minorities on the constituent Councils representatives in the proportion of one in three on the central body, and to assign to the Board of Education the sole power of determining whether a transferred voluntary school shall be discontinued or not. The Treasury, and not the Council, will draft the estimates and submit them to Parliament, though the actual administration of the money will be vested in the Council. The accounts will be subject to public audit and examination. The new Council is, therefore, but a mere skeleton of its former self, and it is small wonder that Mr. Birrell described it as a "modified, minimized, and reduced" form.

One does not clearly understand Mr. Lloyd-George's statement that the Treasury already controlled secondary and higher education in Wales. As regards the Central Welsh Board, the points of contact between it and the Treasury are extremely few; nor, as far as one is

aware, has the Treasury ever attempted to interfere with any of the decisions of the Board. It is true that it submits a financial statement to the Treasury; but this can hardly be described as "exercising control" in the sense in which Mr. Lloyd-George used the term. The Treasury does not appear to possess the requisite machinery for the purpose of dealing with educational problems; so that in practice this form of control will very probably prove to be nothing less than a farce. Why the Board of Education is not allowed to become the controlling power is by no means clear.

Mr. J. H. Davies, the new Registrar, has done excellent service to intending students of the college by publishing in a convenient form a small pamphlet advising them as to the most suitable courses to adopt according to the profession they propose to follow. Useful hints as to the preliminary steps are also given.

The papers which were set this year were, on the whole, thoroughly satisfactory. As an examining body, the Central Welsh Board has undoubtedly improved very greatly, and therefore it is difficult to understand why it is proposed that it should be promptly disestablished.

Mr. W. J. Gruffydd, B.A., assistant master at Beaumaris School, has been appointed Assistant Lecturer in Celtic at the University College, Cardiff. Mr. H. Stanley Jevons was also appointed Lecturer in Political and Commercial Science, and Dr. Mitchell Stevens Lecturer in Pharmacology at the same College. Mr. A. G. Legard, M.A., Chief Inspector of Welsh Primary Schools, who attains the age limit at the end of the present year, has been granted an extension of his tenure of the position. Mr. Legard was appointed Chief Inspector in 1897.

The Glamorgan Education Committee have established holiday courses at Barry in Nature study, woodwork, drawing, &c. First-rate teachers have been secured, and so it is expected that many teachers of these subjects will avail themselves of this excellent opportunity of perfecting their knowledge. At Rhyl a summer school in Welsh will be held, and already a large number of assistant masters and others have signified their intention of attending it. The Denbighshire Education Committee have shown their sympathy with the movement in favour of Welsh teaching by allowing a grant of £2 to all teachers who applied for it to enable them to attend the courses at Rhyl.

SCOTLAND.

The quatercentenary of George Buchanan was admirably commemorated at St. Andrews on July 6 and 7. Among the visitors were representatives of most of the Universities of Great Britain and Ireland, and of the University of Paris. On the morning of the 6th a simple and impressive service was conducted in the University Chapel by Principal Stewart and the Professors of Divinity. In the afternoon Lord Reay delivered an able and learned address on Buchanan in the hall of the United College. Mr. Andrew Carnegie, Rector of the University, presided and made an introductory speech, in which he dwelt on Buchanan's vindication of the principles of liberty and constitutional government. Principal Donaldson read the following epigram which he had received from Prof. Bucheler, of Bonn, who was unable to be present:—

"Tela quatit fera barbaries: tu Scotia, scuto
Mundum atque humanas protege munditias."

The sentiment is better than the prosody.

A graduation ceremony followed, at which the Vice-Chancellor, Principal Donaldson, conferred the degree of LL.D. on Prof. Bonet Maury (Paris), Prof. Hume Brown, Mr. S. H. Butcher, Prof. S. Dill, Prof. Robinson Ellis (*in absentia*), Prof. Percy Gardner, M. Gennadius, Miss E. S. Haldane, Countess Lovatelli (*in absentia*), Prof. Mahaffy, Prof. J. E. B. Mayor, Prof. J. S. Reid, Prof. Rhys Roberts, and Prof. Tyrrell. The degree of D.D. was conferred on the Rev. A. Gordon Mitchell, Minister of Killearn (Buchanan's birthplace), who has made admirable translations of Buchanan's poems into English verse. In the evening a dinner was given in the Students' Union. On the morning of the 7th the delegates visited an interesting exhibition of books and portraits of Buchanan, arranged by the University Librarian, Mr. J. Maitland Anderson, and in the afternoon there was a garden party in the grounds of the United College. A further commemoration of Buchanan is to take place at Glasgow in autumn, and it is likely that a volume of essays will be published.

Elaborate preparations are being made for the celebration of the quatercentenary of Aberdeen University on September 25 and the following days. The new buildings at Marischal College are to be opened by the King on the 27th, and the Franco-Scottish Society is to hold its meetings in Aberdeen about the same time. A special building is being erected for a banquet, at which 3,000 guests are expected to be present.

At Glasgow University, Mr. J. S. Phillimore, Professor of Greek,

has been appointed by the University Court to be Professor of Humanity, in succession to Mr. G. G. Ramsay, who resigned in June. At Edinburgh University, Dr. W. G. Smith, of the University of Liverpool, has been appointed to the Combe Lectureship in Psychology. The appointment is for five years from October 1.

An action was recently raised in the Court of Session by several women graduates of St. Andrews and Edinburgh Universities to have it declared that women graduates are entitled to vote in the election of a member of Parliament to represent the Universities. An interesting and ingenious argument was made on their behalf, but Lord Salvesen has decided that they are not entitled to vote.

Mr. Maurice Paterson, LL.D., Rector of the United Free Church Training College, Edinburgh, has resigned his appointment. He has been Rector of the College for over forty years, and his old pupils in all parts of the country will hear of his resignation with much regret.

IRELAND.

Dublin University Degrees. At the Conferring of Degrees held in Trinity College, July 3, honorary degrees were conferred on Sir Albert Hine, the eminent engineer; Sir W. R. Gower, the specialist in nervous diseases; Prof. Wright, the philologist, of Oxford; Colonel David Bruce and Sir Almoth G. Wright, both distinguished in medical science; and the new Astronomer Royal of Ireland, Prof. E. T. Whittaker. At the same time seventy-three women students of Cambridge and Oxford received *ad eundem* degrees. In the Pass Degree list of Dublin University the first of the respondents is Miss D. K. Cox, who won this position with a very high percentage of marks.

The Intermediate Board and the House of Commons. After undergoing much heckling from Irish M.P.'s and Irish newspapers, the Chief Secretary has been obliged to undo his own act in the House of Commons, and ask the supporters of the Government to reject the resolution of the House to upset the rules of the Intermediate Examination for 1907. On July 3 Mr. T. O'Donnell moved: "That a humble address be presented to His Majesty praying that the rules for the Intermediate Board for 1907, sealed the 19th day of June, be disapproved in view of the refusal of the Board to act on a resolution of the House of Commons in regard to the teaching of the Irish language." In the debate that ensued Mr. Bryce did not deny that the Board, by a large majority, had declined to submit to the resolution of the House—a resolution, it will be remembered, carried by a House quite ignorant of the matter, solely in obedience to the recommendations of the Chief Secretary himself. He now withdrew from that position, on the grounds that it was impossible to issue new rules in time for the opening of Irish schools, and that thus to pass Mr. O'Donnell's motion would entail the suspension of the Examinations in 1907, and of the Intermediate endowment of secondary schools, a state of things too serious to face. There certainly would have been time had the Board at once made the alterations demanded by the Irish members, but to do this would have been to admit the principle that the House of Commons is in future to interfere in the details of the rules, and to upset on any caprice, political or otherwise, the work for which the Board is responsible. Moreover, one of those alterations, making Domestic Science an obligatory subject on all girls entering for Senior Grade Exhibitions, would entail great difficulties and disadvantages on both pupils and schools. The Board offered the alternative of allowing the rules for 1906 to continue next year. This course Mr. Bryce was obliged, on July 3, to ask the House to approve, and it did so by a majority of 46.

Mr. Bryce plainly did not realize the difficult position he was creating by his first action, and that position still remains. No Board could be got to carry on the work of directing intermediate education under the circumstances that the letter of the Act of 1878 permits the Irish members to create. It is certain that in the near future legislation must be introduced to make a practicable situation, and this may open up the whole question of the reform of the Intermediate system. Seeing that the Government continue to refuse to allow the Board to carry out their scheme of inspection and thus keep Irish education on the old evil lines of payment on the results of examinations, anything that would compel reforms might be a benefit; but that would depend on the direction reform takes. Mr. Bryce intimated that the present decision is only a temporary solution, and that the whole question must be settled later on. He also promised to publish the correspondence between himself and the Board. Since the debate a letter from Archbishop Walsh, one of the members of the Board, has appeared, in which he complains of the disadvantages of maintaining the rule that the proceedings of the Board shall be confidential, and asks, if it be not necessitated by the Act, that it shall cease.

It may be remarked that the practice of carrying on all their proceedings in profound secrecy is also maintained by the National Board, which administers far larger funds and controls the education of much larger numbers. There seems to be no reason why the public should be kept profoundly ignorant of the administration of education, and consequently remain quite uninterested in it and powerless to assist it.

The Secretary of the Commission, Mr. J. D. Daly, has issued invitations to various bodies, institutions, and individuals to send to him, to 4 Upper Merrion Street, Dublin, statements in writing of their views on the present state of Trinity College, and the changes they would recommend in order to make it more useful to education in Ireland. The Commission will commence its regular sittings in September. The time is somewhat unfortunate, as Vacation commenced at the end of June, and the Fellows and officials of Trinity College, as well as most other educationists interested, are dispersed for the holidays, and scarcely in a position to collect required information.

SCHOOLS.

BATH COLLEGE.—The following scholarships have been awarded:—Entrance: L. B. Frere, £90 (Mr. Martin's, Bexhill); E. W. Hickie, £60 (Mr. Meakin's, Southbourne); G. Robinson, House Exhibition, £25 (Mr. Gregory's, Weston-super-Mare); D. S. Hewett, House Exhibition, £20 (private tuition). School: R. G. B. Perkins, £40; E. S. White, £30; C. G. Martin, £10.

BUSHEY, ST. MARGARET'S.—Prize Day at St. Margaret's, Bushey, took place on Friday, June 22, the prizes being distributed by the Right Hon. J. G. Talbot, M.P. The Treasurer of the Corporation, Prebendary Baker, presided. St. Margaret's was removed from St. John's Wood some nine years ago, and its dignified buildings are situate amid beautiful scenery in an extensive garden, now glorious with July roses. Miss Baylee, in her report, referred to the successes of past and present pupils, three of whom have lately taken their London degree, one has secured a bursary for chemistry at the Royal Holloway College, one is leaving to read in the Honour School of Natural Science at Oxford, and one has been engaged to play at the Queen's Hall Promenade Concerts in the autumn. Music is evidently one of the specialities of the school, if it is allowable to judge from the all too short musical programme which was admirably performed by the pupils. Miss Phillips, a former pupil, gave a dignified rendering of Bach's "Concerto in D minor," the more satisfying for the very beautiful accompaniment by Mlle. Colmache. Prebendary Baker's witty speech—like the musical programme, all too short—was conspicuous for one practical business statement, that a generous legacy has been received, earmarked for the higher education of girls from St. Margaret's School, such legacy forming a fund which will provide each year for one girl, or for two girls in every three years, a scholarship for three or four years, at one of the Universities. The legacy is, in fact, of so generous a nature that one's thoughts reverted to the private endowments of higher education so fashionable among our American cousins. A sale of work realized a substantial sum towards the Baylee Scholarship in process of formation. The school chapel is highly decorated both with frescoes and coloured glass windows, and here Evensong was held, an appropriate close of a happy and enjoyable day.

CAMBERWELL, MARY DATCHELOR GIRLS' SCHOOL.—Ethel Padfield and Olle Beach have won open entrance scholarships at the Royal Holloway College of the value of £50 for three years; the former for science (botany and chemistry), the latter for classics, with credit for pure mathematics. Ethel Padfield, who entered the school four years ago with an Intermediate Scholarship from the London County Council, has also received from the Council a Senior Scholarship of the value of £80 a year for three years.

CANTERBURY, KING'S SCHOOL.—The following elections have been made:—Junior Foundation King's Scholarships: P. H. Nixon, D. J. N. Lee, D. H. Cowie (for Mathematics), B. H. Matheson, H. Parsons, all of King's School. Probationer Foundation King's Scholarships: G. H. Claypole (King's School), H. Spence, R. C. Crowley (Junior King's School), F. L. Sidebotham (Mrs. Scott Malden, Brighton), C. K. Mowll (King's School), A. W. Raymond (Mr. Simpson, South Norwood Hill), H. S. Wachter (Junior King's School). Entrance Scholarships: G. H. Claypole (Mr. Brandram, Southbourne, and King's School); K. E. L. Beardsworth (Mr. Beaven, Leamington), for Mathematics; E. F. Housden (Mr. Mallam, Sydenham), for Mathematics; C. T. Marshall (The Abbey School, Beckenham); F. L. Sidebotham (Mrs. Scott Malden, Brighton); A. Lush (Mr. Douglas, Malvern Link); J. S. Hannah (Mr. Yule, Bedford). House Scholarship, A. W. Raymond (Mr. Simpson, South Norwood Hill).

CHELTEENHAM, DEAN CLOSE SCHOOL.—Speech day this year was memorable by the presentation of a service of plate to Dr. and Mrs. Flecker as a recognition of their twenty years of service in the school. Dr. Flecker recalled the beginning of the school with a little band of twelve scholars, mostly his personal friends. Since then 1,200 boys had passed through the school and had scored 925 successes in public examinations.

CLAPHAM HIGH SCHOOL.—Entrance scholarships: Somerville College, Oxford, Clothworkers' Scholarship for History, W. Meikle; Westfield College, exhibition for English, G. Inkster; Girton College, exhibition for science, G. Mowll; Bedford College, Deccan Arts Scholarship, G. Inkster; Royal Holloway College, bursary for science, B. Smith; Haberdashers' Company Scholarship, C. Irons.

HAMMERSMITH, ST. PAUL'S GIRLS' SCHOOL.—At the recent examin-

ation for foundation scholarships the following were successful:—Seniors: Valérie English, Norah Hamill, Helen Harting, Mabel Hewkley, Mildred Hooke, Ailsa Yoxall (St. Paul's Girls' School). Juniors: Helen Buckhurst (Richmond High School), Elaine Fuller (St. Paul's Girls' School), Yvonne Pewny (Bedford Park and Chiswick High School).

HARROW SCHOOL.—The principal prize-winner on Speech Day was J. R. M. Butler, who carried off no less than eight prizes. Roxburgh won the Peel Medal for Latin essay, Owen the Shakespeare Medal, Howson the prize for English verse, and Somervell that for English essay. Fisher, sen., gained the Neeld Medal for mathematics, Somervell and Pallis the Science prizes, and Brandt the prize—not often awarded—"ob studia uno tenore feliciter peracta." Since July, 1905, D. L. Murray, E. S. H. Corbett, and H. R. Lynch Blossie have won scholarships at Oxford, and J. R. M. Butler (Major Scholarship at Trinity), A. Pallis, and E. G. de L. Hopcraft at Cambridge. Eleven boys have passed into Sandhurst, and one into Woolwich, direct from the school, and three Old Harrovians have passed into the Indian Civil Service. At the end of this term Harrow loses the valued and valuable services of Mr. G. H. Hallam, who retires after thirty-six years of loyal and strenuous work. In September the staff will be joined by Mr. C. H. Eyre, of Pembroke College, Cambridge, Captain of the Cambridge Eleven, who will doubtless do much for the athletic as well as for the intellectual of Harrow. "Lord's" and Bisley are the chief events of the Summer Term—apart from the world of books. The fight against Eton was exciting, as it turned out, and fairly close, but there was some disappointment on the Hill, as those who had watched the eleven closely were not without hopes of victory. We did well at Bisley. A shot on the wrong target made victory impossible, but we were a good third, and S. B. Martin made the highest score—66—of any competitor for the Ashburton Shield.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—The annual distribution of prizes took place on the afternoon of July 3 in the Clothworkers' Hall of the school. Owing to pressure of Parliamentary duties, Mr. Thomas Lough, M.P., Parliamentary Secretary to the Board of Education, who had kindly consented to take the chair, was unable to be present. His place was taken by the Lord Advocate, Mr. Thomas Shaw, K.C., M.P., who was supported by Mr. Latham, K.C. (Chairman of the Governors), the Rev. and Mrs. Septimus Buss, the Rev. Alfred J. Buss (Clerk to the Governors), Mr. and Mrs. Lulham Pound, the Rev. B. Saunders Lloyd, Miss Clapham, M.B., Miss Mary H. Wood, M.A., Mrs. Miall-Smith, Mrs. W. K. Hill (one of the Governors of the school), Miss Aitken (Head Mistress of the Girls' High School, Pretoria), Mrs. Heberden, and others. The Head Mistress read her report, which included a long list of successes won by old pupils. After the distribution of prizes by Mrs. Lough, the Chairman spoke. He began by tendering the apologies of his friend Mr. Lough for his unavoidable absence. He drew attention to the fact that this type of girls' school was plentiful in Scotland, but remarked that in Scotland all Universities were open to women. He looked forward to the day when English Universities would follow their example. Mr. Latham, K.C., proposed a vote of thanks to Mrs. Lough and the Lord Advocate, which was seconded by the Rev. B. Saunders Lloyd. Mrs. Lough herself replied to the vote of thanks in a charming speech. The following is an abstract of the Head Mistress's Report:—The number of pupils in school is 438. Of the 43 senior pupils who left during the year, 33 were matriculated students of the University of London, 13 being entitled to the School Leaving Certificate, of whom 7 took papers at the Higher Standard. Sixteen of these senior pupils have proceeded to the Universities. Seven of these won open scholarships: Marjorie Long a Girton entrance scholarship of £50 a year for three years, and Margaret Tonkin a Girton entrance scholarship of £30 a year for three years, with second and third places on the list; Myra Dobson a scholarship at St. Hilda's Hall, Oxford; Katherine Curtis a Reid Scholarship at Bedford College; Lillian Gillman and Grace Moscrop, bursaries at the Royal Holloway College, and the former gained also a L.C.C. Scholarship of £50 a year for three years; Edith Brown a Senior County Exhibition. The school scholarships have been awarded as follows:—The Clothworkers' Leaving Scholarship to Margaret Tonkin; Platt Endowment Scholarships of £20 each to Edith Brown (for classics), to Violet Cooper (for science), to Grace Moscrop (for English), also to Winifred Friend, Dorothy Menzies, Catherine Muirhead, and Gertrude Tonkin. The highest honour this year falls to Violet Cooper, who has gained a Girton entrance scholarship of £50 a year for three years, being second on the list. Academic successes among former pupils are as follows:—Eight have graduated in Arts (four with Honours), four in Science, and five have taken the Teachers' Diploma. Two appear in the Tripos lists of the University of Cambridge—Miss Emily Hambloch in Mathematics, Miss Helena Quirk in Natural Science.

STREATHAM HIGH SCHOOL.—A scholarship of £60 for three years has been awarded by the governors of the Royal Holloway College to Yolande de Ternant, who gained the first place on the list for French and German, with credit for pure mathematics. She will also hold a scholarship for £50 for three years from the Streatham High School for the annual exhibition of the Royal Drawing Society the

school was awarded the Bronze Medal of the Society of Arts for Botanical Diagrams, and the Bronze Star of the Royal Drawing Society for Design in Black and White. Four girls were commended in the First Class and two in the Second Class. In the bi-monthly examinations of the Société Française for the year 1906 Yolande de Ternant has obtained the First Prize in the "Degré Supérieur" and First Prize for "Narration"; Jean Brewster, the First Prize in the "Degré Intermédiaire"; and two other girls gained mentions.

TONBRIDGE SCHOOL.—The entrance scholarships have been awarded as follows:—F. H. Knott and A. Dibdin (Tonbridge School); H. N. H. Cobbold (Mr. C. F. Sylvester, Godalming), W. R. Young (Brighton College), H. A. Sylvester (Tonbridge School), E. C. Wood (Mr. E. W. M. Meeres, Ealing), P. L. Bathurst (Mr. C. Mallam, Sydenham), D. Pilditch, S. E. Johnson, and C. T. Beckett (Tonbridge School). In addition to the various University and other honours recently published, the following distinctions have been gained:—M. B. Fisher, British Institute Art Scholarship; Capt. F. P. Dunlop (Worcester Regiment, United Service Association), First Essay Prize; and Sir Ralph Nevill, K.C., has been made one of His Majesty's judges.

UPPINGHAM SCHOOL.—The chief distinctions gained lately have been: E. F. Monk (Lincoln College, Oxford), Class I., Classical Moderations; H. G. A. Baker (Magdalen College, Oxford), Class II., Lit. Hum.; A. D. B. Wautan (Clare College, Cambridge), Class II., Classical Tripos; A. S. Kane (King's College, Cambridge), Class II., Natural Science Tripos; L. J. Wills (King's College, Cambridge), Class I., Natural Science Tripos; A. S. Kay (Wadham) and M. Powell (Magdalen College), Class II., Classical Moderations; H. F. P. Hearson, Exhibition (£60) for Classics, King's College, Cambridge; G. J. Wilkenson (Caius College, Cambridge), Stewart of Rannoch Scholarship for Music; and H. G. Ley, Exhibition Royal College of Music and Organ Scholarship (£100), Keble College, Oxford. After thirty-seven years of loyal and devoted service, the Rev. George Christian is leaving us at the end of this term, having accepted the living of Billesdon. Mr. Christian will be missed by the town no less than by the school. The Spencer Cup was won by Sergt. Featherstone after having to shoot off a number of ties probably unprecedented in the history of the competition. Speech Day was July 10. Perhaps the chief feature of the day was an address to the school by Lieut.-Gen. Sir Charles Burnett, K.C.B., who spoke strongly and eloquently on the old text of "Si vis pacem, para bellum." He also gave an interesting account of his experiences in Japan, "where patriotism is a religion, and where every man, woman, and child put first their duty to their country, irrespective of everything else, even of their lives." The chief feature of the speeches was the "Brutus" of W. Johnstone-Douglas, who showed elocutionary powers above the ordinary. Probably the number of parents and other visitors was larger than on any similar occasion.

WINCHESTER, THE COLLEGE.—The roll for entrance scholarships is as follows:—J. G. Tayler, E. B. Reynolds, G. M. Sproat, R. T. A. Hay, A. K. Fraser, W. D. Croft, A. D. Finney, J. W. Russell, R. G. Johnston, J. E. Stephenson, A. E. Overton and F. G. Drew (exhibitioners), W. Fagan, B. C. Studd, B. H. Sumner, O. K. K. Carré, J. C. E. Inchbald, E. O. Coote. There are ten vacancies in College. The Latin Speech has been awarded to H. T. Wade-Gery; the English Speech to D. Davies.

BOOKS OF THE MONTH.

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The Story of General Gordon. By Jeanie Lang. T. C. & E. C. Jack, 1s. 6d. net.

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OCCASIONAL NOTES.

WE have devoted a large, and what to many of our readers will seem a disproportionate, space to reporting the proceedings of the Educational Science Section of the British Association at York.

Section L
of the British
Association.

Our object has been twofold. Every branch of teaching, from the kindergarten to the University, was touched upon, and we flatter ourselves that every teacher and educationist will find something to instruct and also to entertain him that he could not glean even from the full and quasi-official report of the *Times*. At the same time, we desire to arouse wider interest and enlist the sympathy of the profession as a whole with the work of Section L. Prof. Armstrong, who is no respecter of persons, chose out the Head Master of Eton as his whipping-boy; but Mr. Lyttelton, who sent a written excuse, is not so culpable as other distinguished head masters who were seen at York, but not in Section L, or the professor who, in lieu of a paper, sent a telegram: "Absent through serious indisposition and other causes." When Prof. Armstrong tells us that we do not take our profession seriously we can but kiss the rod and promise to behave better in the future.

THANKS in no small measure to the tact and judgment of the chairman and to the example that Prof. Sadler himself set, the discussions were stimulating and closely to the point, and the platitudinarian bore who haunts such meetings was conspicuously absent. Yet, as one speaker remarked, there was too much sermonizing and too little science. The section is still in its infancy, and has yet to organize itself. The programme was far too ambitious. Nature study, curricula, training of teachers, modern language teaching—any one of these subjects would have afforded ample material for a whole session. Further, for a fruitful discussion it is essential that the reports of com-

mittees should be in the hands of members before the meeting, as forming a common basis of argument, and we hope that Mr. E. Gray's reiterated complaint on this head will be heeded by the executive. We, too, may complain of the niggardly supply of *précis* of contributed papers. It was only the favoured few who could obtain a copy. The difference of cost in printing fifty or five hundred is infinitesimal.

HAVING had our grumble, let us gladly acknowledge with Prof. Sadler the advance which this meeting shows in the growing spirit of research, the common desire for educational union, and the humility which an increase of knowledge brings to teachers. Researchers such as Prof. Sadler, Mr. Heller, Prof. Findlay, and Mr. Rowntree contributed the results of their investigations and experiments; but we still lack directed and co-ordinated research, and for this we must look to the Association. The bulk of the audience were secondary teachers, but the needs of primary schools received full consideration, and the absence of public-school exclusiveness and caste prejudice was a marked feature. Even Mr. Page, who ran a tilt against scientific utilitarianism, desired pure science and pure literature for all. There was a general agreement that we must appeal more to the imagination of children; that we must examine them less and trust more to inspection, which in its turn must be more advisory and less inquisitorial. Psychology is the Cinderella of the sciences, and it was so treated by the titular professors; but Miss Sturge, with feminine instinct, "*rem acu tetigit*" when she pleaded for its retention in the training college curriculum as inducing "a new attitude of mind." That phrase best sums up our impression of the York meeting as a whole. It would be hard to tabulate any positive conclusion; but one who attended it went away a gladder and a wiser man.

THE Principal of the Cambridge University Day Training College has published the lecture delivered by him at the Cambridge Summer Meeting on "The Importance of the Training of Teachers." What ever Mr. Oscar Browning writes is sure to be genial and lively, and his reminiscences of Eton under Keate's reign are excellent reading. But the sting of the lecture is in its tail. "The Board of Education is opposed to elementary teachers taking University degrees." "A grandmotherly Department insists upon the inquiry, first, as to whether the prospective student has the mental capacity to take a degree; and, secondly, whether he can bear the physical strain." As our readers are aware, the more graduates, both men and women, who are found teaching in our primary schools the better we shall be pleased; but surely Mr. Birrell is bound to test the sound mind in a sound body before he tenders the King's shilling, and exceptional strength of mind and body is needed to stand the double strain. We should be very sorry to see undergraduate training accepted as the norm. On one other point we find ourselves differing from Mr. Browning. "The chief object of the training of a teacher is to secure discipline," and discipline, he tells us, is the necessary condition precedent of stimulus or the exciting of interest. Surely this is putting the cart before the horse. An interested class is a disciplined class, and a teacher who has learnt the art of interesting will need no disciplinary art. We doubt, moreover, whether this power can, as Mr. Browning thinks, be adequately tested by the examiner for Certificates, though we would not go so far as Mr. Heller at York in pronouncing the set lesson given by candidates a hollow farce.

AS we hear "Simple Bible Teaching" alternately exalted and decried, we cannot but recall the mediæval epigram (is its author known?):

**Simple
Bible Teaching.**

Hic liber est in quo quaerit sua dogmata quisque,
Invenit et pariter dogmata quisque sua.

The opponents have no difficulty in showing that, interpreted in its strictly literal sense, it is an absurdity. As the Bishop of Birmingham put it, it would mean beginning with the first chapter of Genesis, teaching the child that the world was made in six days and "all manner of things in the Old Testament which were directly contrary to his fundamental moral sense." Lord Halifax went further: "He emphatically considered that simple Bible teaching had nothing distinctly Christian about it"—a statement that Lord Halifax would find it hard to reconcile with the Sixth Article. But, if once we acknowledge that the Bible is not a dogmatic system nor an ethical code, but a literature, a collection of the greatest religious books that the world has produced, most of these difficulties disappear. We all would retain Shakespeare in our schools; yet Shakespeare lends itself to the creed of the Romanist, the Protestant, and the Agnostic, and there are in Shakespeare all manner of things that are contrary to the child's fundamental moral sense. To assert with Dr. Gore that Bible teaching apart from dogma—i.e., the dogma that distinguishes Christian sects—must be weak and washy seems to us not only untrue, but profane. Are the story of Joseph and his brethren, the Sermon on the Mount, the parable of the Prodigal Son "weak and washy"?

NO one blessed with a sense of humour can have failed to laugh or smile, according to his temperament, on first reading the decision of the Court of Appeal in the action of the Crown against the West Riding County Council. That a Unionist Government should have unwittingly granted the greater part of what a Liberal Government is now contending for, that for four years Tory and Radical, Churchman and Dissenter should have engaged in a sham fight, and that it should have been left to a few canny Yorkshiremen to discover the true interpretation of a statute which had baffled the legal officers of the Crown and the Judges of an inferior Court—here indeed are all the elements of Meredithian comedy. Yet, though none of us foresaw this particular development, the *nexus* of the play lay in the original conception of the 1902 Bill. It was an attempt to run with the hare and hunt with the hounds, to put all schools under popular control and at the same time to preserve the distinctive teaching of the voluntary schools. The judgment is undoubtedly a strong card in the hands of the Government. Whether there will be an appeal to the House of Lords does not seem to us greatly to matter. The fate of the Bill will have been settled before the supreme decision can be given. It is ridiculous to suppose that the Government will listen to its candid advisers in the Unionist press, drop the Bill, and accept the Act of 1902, as now judicially interpreted, as a fair compromise. For one thing, that Act provides no guarantee for the religious liberty of the teacher.

WHAT form the amendments in the House of Lords will take we can gather pretty clearly from the debate on the second reading, and there is also little difficulty in determining which will be accepted by the Government as a reasonable compromise and which will be rejected as "wrecking." Clause 4 ("extended facilities") was left an open question, and the amendment which would have nullified it was defeated only by 16 votes. It follows

**Amendments
in the Lords.**

that the Lords will be free to reject it. An amendment to read "must" for "may" is more doubtful policy, and we do not think it likely that such amendment will be pressed; for it would carry with it the omission of Clause 5 and the alternative therein offered of State-aided non-provided schools. "Four-fifths" and "five thousand" are not sacred numbers, and here and on the arrangements for a ballot of parents there is room for compromise. Under Clause 8 (1) an exception may be allowed in the case of existing teachers. When these can be dismissed only by the Local Authority there will not be much risk of their being coerced into giving religious instruction. This we take to be the extreme limit of admissible concessions, and many of our Liberal readers will hold that we have been too generous. Clause 7, which confines compulsory attendance to the secular hours, must—we say it with regret—be maintained. The conscience clause, as has been abundantly proved, is no adequate safeguard; and the Opposition, who have put in the forefront of the battle the natural right of parents to decide what religion their children shall be taught, cannot logically insist on prosecuting the total abstainers. Nor can those who raised the cry of confiscation now insist that all their schools shall be confiscated. There remains to consider Clause 13, perhaps the most operative of all in deciding the fate of the Bill. Lord Hugh Cecil has already (August 14) run up the black flag of passive resistance, but sober Churchmen will think twice before flinging away a million a year.

THE Annual Report of the Day Schools Sub-Committee of the London County Council Education Committee, which has just been issued, may be taken as providing indirect evidence of the need for establishing an Education Authority for London other than a Committee of the County Council. The work is enormous.

The annual expenditure amounts to £5,000,000, about £2,000,000 of which is received from the Board of Education. The average roll of the public elementary schools is 750,000. The school accommodation is, of course, in excess of this. In provided schools there are 588,703 places, and in non-provided schools 209,208 places; in addition there are 3,904 other efficient places, making a total of 801,815. Nearly 20,000 teachers are in the service of the Council, and there is an annual demand for about 1,500. The administrative staff numbers 500, with some 400 attendance officers in addition. There are 600 bodies of managers. These few figures taken from the report give an idea of the immensity of the work. It would seem that London, on the analogy of the Board of Education, might well have its Minister of Education acting as chairman of an elected advisory body, the members of which should be chosen for their knowledge of, and interest in, education, and who should be willing to devote their public energies exclusively to this great work.

A "BOARD SCHOOL TEACHER" contributes to the *Monthly Review* a graphic article giving his personal experiences, which began in 1894, only twelve years ago.

Reading his account of the discipline in a Board school in the North of England, one might imagine one was reading a piece of history from the dark ages. Yet the writing bears the impress of simple and uncoloured truth. "Any teacher who thinks he can teach without a cane is a fool; but any teacher who lets a visitor see a cane is a bigger fool": this was the dictum of one of our writer's head masters. When a visitor came (and the school was singled out for visits of admiration) the word was passed round and canes were pu

Discipline.

away. "All done by love" was the comment of one lady visitor on her departure; after which the Head Master went round the school to cane those boys who had not behaved absolutely according to orders during the visit. In this school the physical position of every child had been planned and reduced to rule for every moment of the school day. If by chance any sign of slackness appeared, work was stopped and exercises in sitting still were substituted. After ten or fifteen minutes of these "the rest of the lesson proceeded as merrily as a funeral bell." We read again "the work was shocking." Yet, with all his experience, the writer of the article maintains that, with regard to corporal punishment, "knowing all I know, I would have it abolished entirely."

LOCAL AUTHORITIES.

THE County Borough of Bootle has issued a scheme for the co-ordination of all forms of education in the Borough. This scheme has been approved by the Board of Education. The idea is, presumably, to group into a convenient diagram all the educational effort that is going on in the town so that parents or others who are interested may see at a glance what opportunities are open. On the one side of the diagram we have the eleven public elementary schools leading up to three evening continuation schools with a general course for the first year, and for the second year specialized courses, either domestic, commercial, or industrial. Parallel to these is a pre-apprentice day school (not yet opened) which is to give a two years' course of an industrial character. All of these lead to the Technical School, with its five departments—domestic, commercial, engineering, building, academic or pure science. From the Technical School students may go on to the University of Liverpool, to which the Borough makes a grant. On the other side of the diagram we have the private preparatory schools, leading to the Intermediate Day School for Boys, to which is attached a pupil-teacher centre, or to the Secondary Municipal School for Girls (not yet opened), and to a recognized private school and to preparatory classes for pupil-teachers. There is a pupil-teachers' centre for girls also. From these two blocks the scheme implies that pupils will go on either to the Technical School, the School of Art, or the Teachers' Certificate course (not yet opened). The day or residential training college is the final stage. University Extension lectures stand in a block to themselves. The diagram does not appear to contemplate any passage from the public elementary schools to the Intermediate School or the new school for girls; and there appears to be no higher secondary school leading directly to a University course in Arts or Science. Otherwise the scheme will be complete.

THE governors of Chigwell Grammar School have asked the Essex Education Committee for a sum of £2,500. With regard to two items of £100 each, the Committee decided not to make any recommendation. With regard to the rest, they decided to recommend a grant of £400 and a loan of £1,900 on the following conditions:—"That the property of the school now held in trust by the Charity Commissioners do vest in the County Council; that the repayment of loans be made to the County Council at the times and according to the amounts that the Council shall be under obligation to pay; that the new class-room in the Preparatory School be for at least twenty boys; that during the continuance in office of the present Head Master the governors shall make the school increasingly available for pupils from the locality; that prior to the appointment of the next Head Master the governors shall confer and arrange with the County Education Authority the future character of the school and the conditions of its working." Two important matters stand out from these proposals. In the first place, there is a question whether it will be held lawful for the Board of Education to entrust an educational endowment to a Local Education Authority. The case will need to be tested. There are many schools that find it impossible to maintain themselves according to the increasingly high standard of secondary education. They appeal to the County or Borough Authority for help, and the answer is likely to be a request for full control. The other important matter is the threatened conversion of a non-local into a local school. Essex might well have one non-local secondary school of the highest grade generously helped from public funds. Perhaps this honour is to be reserved for Felsted. We should like to know what Prof. Sadler's report has to say on this matter. Evidently it is before the Essex Education Committee, though, as far as we know, it has not yet been distributed to the public.

Two important test cases as to attendance have been raised by the Staffordshire Education Committee. In the first case the magistrates held that, as the boy had reached the age of thirteen years, and had made 350 attendances in each of five years since he was five years old, he was entitled to leave school and to be employed full time in a factory under Section 71 (1) of the Factory and Workshop Act, 1901, although the school attendance by-laws of the Staffordshire Education Committee make no provision for exemption on an attendance qualification. On appeal, the Lord Chief Justice and Mr. Justice Darling reversed this decision. While the matter was pending some 150 children had been removed from school; but steps have now been taken (successful except in five cases) to secure the return of these children. The other case referred to a girl who had reached the age of twelve and was employed half-time in a factory. The magistrates held that, although the by-laws of the Staffordshire Education Committee make no provision for the partial exemption of children from school, the child was legally attending school half-time in accordance with the Factory and Workshop Act, 1901. This decision was upheld by the same Court which reversed the former decision. We have also received the "Directory for Higher Education" issued by the Staffordshire Education Committee.

IN 1903 there were 74 Council schools in Gloucestershire and 323 voluntary schools. In April of this year there were 86 Council and 303 voluntary schools. Since that date 10 other Council schools have been opened or are in process of erection, and 3 voluntary schools will shortly be transferred to the Council. In addition there are 4 certified efficient schools which are not maintained by the Council. The latest figures for average attendance are 15,173 in Council schools and 29,995 in voluntary schools. The religious instruction in the Council schools has been examined "by numerous gentlemen, chiefly clergy and Nonconformist ministers," and, with one or two exceptions, has been declared to be thoroughly efficient. The supplementary courses for girls in elementary schools, to which we have referred before in these columns, have now been arranged, and three special teachers have been appointed for the purpose. A special supplementary course for boys has been arranged at a school in the neighbourhood of Stroud, whereby twelve boys attend at the Brimscombe Polytechnic to be trained as designers and workers for the umbrella-handle and wood-carving industries. A medical examination of the children in the Stroud district, which proceeded satisfactorily for some time, has been abandoned owing to difficulties that arose. It is possible that the work may be continued by the district nurses, with a view of checking the spread of infectious diseases. Twenty schools have been affiliated with the National Home-Reading Union. The percentage of average attendance has improved; but the number of children on the registers has decreased from 53,588 in 1904 to 50,301 in 1906.

THE steadily growing cost of elementary education, coupled with the large number of new schools that are needed, accounts perhaps for the attitude of the Gloucestershire County Council on the subject of a rate for higher education. A report had been prepared showing what annual provision would be necessary to ensure a satisfactory system of secondary education throughout the county. The estimate given was for the sum of £3,000, equal to rather more than a halfpenny rate. The Council thereupon resolved "that the report be referred back to the Education Committee, with an intimation that the Council reaffirms its decision that, whilst ready to give facilities for those districts that express their willingness to be rated for the purpose of higher education, it cannot consent to an increased general county rate for that purpose." One result of this hint to the Education Committee to exercise greater economy has been that no junior county scholarships are offered for competition this year. The Committee states that it has no funds for the purpose, but suggests to the Local Committees that they should, out of moneys provided by the Education Committee, provide scholarships for children within their areas. The estimated income for the coming year is about £16,000. Half of this is paid direct to centres. The Agricultural, Domestic Economy, and Mining Sub-Committees receive £3,000; pupil-teachers account for £2,000; scholarships require over £2,000; and £500 calculated for administration nearly completes the total. The income of £16,000 includes about £1,400 raised by rates in localities.

THE offer of the Duke of Sutherland to give Trentham to the county to be used for educational purposes is an exceedingly generous one; at the same time public bodies are obliged to look a gift horse in the mouth. It is not always that a nobleman's mansion can be adapted for educational purposes without a large expenditure, nor is it always accessible. The offer was made in December last, and was referred to the Education Committee. That Committee had long ago discussed

the possibility of founding an institution for higher education that might some day grow into a University college. Already a site had been provided by private munificence. This site is near Stoke Station. After very careful investigation and discussion carried out by minor Committees, the Education Committee decided that Trentham might be accepted and made without undue expense, either as regards initial fittings or annual maintenance, into a residential training college for women teachers. For such a college there is an undoubted want in Staffordshire. Without the munificent help of the Duke and Duchess of Sutherland, it would be impossible to have so fine a building situated in such picturesque grounds. When this proposal was brought before the Duke he wrote: "On the whole, I would rather keep Trentham as an art museum than have it made into an institution for women teachers; but, if at any time in the future the County Council should see their way to take it over for the purpose for which it was offered in the first instance—i.e., as an institution for technical and higher education—the building should be at their disposal." Accordingly, the Education Committee recommend that the Duke's offer be not accepted.

THE London County Council has become convinced that it is necessary to supplement the old system of apprenticeship by some system of trade schools if London is to supply a due proportion of recruits for

skilled trades. At Easter of this year a number of such schools for girls were opened and scholarships were awarded to enable the children of poor parents to take advantage of the opportunity. The experiment is considered to be so successful that it has now been decided to extend similar benefits to boys. It is therefore intended to open this month a School of Engineering in Poplar and in Paddington and a School of Silversmithing in Regent Street. A number of scholarships will be offered for competition immediately after the close of the summer holidays. These scholarships are open to boys between the ages of fourteen to sixteen whose parents' incomes do not exceed £160 a year. They are tenable for two years and, in addition to education in general subjects and in the trade chosen, carry a maintenance grant of £10 for the first year and £15 for the second year. The examination will be in arithmetic, English subjects, and drawing.

RAPPORT DE "L'ASSISTANT ANGLAIS" POUR L'ANNÉE SCOLAIRE 1905-6.*

MONSIEUR LE PROVISEUR,—J'ai l'honneur de vous présenter mon rapport pour l'année scolaire 1905-6. Pendant ce temps j'ai parlé avec des élèves choisis dans presque toutes les classes; j'ai l'intention de vous expliquer mes méthodes et de vous rendre compte des résultats que, me semble-t-il, j'ai obtenus.

Je dois, tout d'abord, signaler la vivacité et l'intelligence de mes élèves de toute classe et de tout âge: j'ai été surpris par la précision et par l'étendue de leurs connaissances. Mais même avec de tels élèves, je suis convaincu que la conversation doit être considérée comme une méthode d'enseignement, et qu'il faut chercher soigneusement comment on peut l'harmoniser le mieux avec les études proprement dites.

En examinant les divisions naturelles de l'enseignement d'une langue vivante, j'ai compris tout de suite que le rôle que je m'étais tracé d'avance était superflu. Les professeurs parlent anglais avec une telle exactitude et avec une telle pureté d'accent qu'il n'est pas vraiment utile aux élèves d'entendre seulement parler l'assistant. La grammaire, si l'on admet qu'elle doit être enseignée, appartient à la classe; le vocabulaire ne s'augmente pas beaucoup par la conversation. La mémoire visuelle est plus répandue que la mémoire auditive chez les jeunes gens. Les mots—et, par conséquent, plus encore les phrases—qu'ils entendent seulement ne se fixent pas très bien dans leur esprit; les fautes mêmes ne sont pas facilement corrigées par la conversation. Par exemple, un élève dit: "The *time* will be beautiful"; et, malgré les corrections orales répétées, la faute ne peut pas être corrigée, ou, du moins, ne peut l'être que par une répétition qui risque de faire perdre trop de temps.

Il reste la mémoire organique, les reflexes des oreilles et des

organes vocaux, le fondement de la conversation proprement dite. Pour encourager ces reflexes, il faut formuler des méthodes définitives, n'avoir qu'un seul but: forcer l'élève à causer sans s'en apercevoir, c'est-à-dire, aplanir les difficultés et encourager ou créer le désir de parler.

D'abord—et cela est chose un peu difficile—il faut que l'assistant parle lentement, plus lentement que le professeur, mais sans perdre pour cela le rythme de sa langue; car l'élève ne profite pas d'une conversation où les mots arrivent à ses oreilles séparément, à des intervalles égaux comme les coups de canon d'un salut. On peut toujours accélérer la vitesse de la parole après deux ou trois leçons sans que l'élève le remarque. Qu'il imagine toujours qu'il prend part à une conversation ordinaire.

On doit aussi comprendre tout et ne pas corriger trop. Par exemple, un élève me dit: "One will *tire* the *los* soon of the lottery." Je répondrai: "Oh, they will draw the lots, will they? When will they draw the lots?" Il donnera alors une réponse correcte; sinon, mais alors seulement, il faudra le corriger, et il ne sera pas découragé par la timidité, qui est le plus grand obstacle dans la conversation. C'est cette timidité qui se présente à chaque instant; il faut la combattre par tous les moyens possibles. L'élève doit choisir les sujets lui-même: on connaîtra très vite les goûts individuels; mais il faut toujours se rappeler qu'un garçon ne parlera jamais devant ses camarades des choses qui l'intéressent profondément. Par exemple, j'ai un élève qui ne demande pas mieux que de me parler d'une société religieuse dont il est membre; mais avec ses camarades il devient muet. Parmi environ quarante élèves, j'en ai trouvé deux qui voulaient parler de la musique, un de la religion, un de la peinture, trois de la littérature française; du sport ou de la vie anglaise très peu, de la politique sérieuse ou internationale très peu, des beautés de la nature ou de la littérature anglaise presque aucun.

Un élève parle volontiers s'il se sent dans une position de supériorité, s'il s'imagine qu'il a des renseignements intéressants à fournir qu'il ne peut donner qu'en anglais. Pour cette raison, j'étaie toujours une ignorance complète des mœurs françaises et de la langue aussi. Ce sont les détails les plus minimes qui amènent le succès.

Il faut savoir goûter les petites plaisanteries ou en avoir l'air; avant qu'on puisse demander à un élève de dire un conte de fées, il faut lui persuader qu'on est particulièrement curieux de ces fables. Tous s'intéressent sur-le-champ et prennent un souci véritable qu'aucun détail ne manque. Alors la conversation marche; autrement la demi-heure est presque gâtée; les élèves s'intéressent plus alors à ce qui les environne, et qui n'est pas anglais, qu'à la conversation.

Les fautes sont beaucoup moins graves et moins nombreuses que je l'aurais cru d'avance. Par exemple, l'ordre des mots est très correct; les adjectifs précèdent leurs substantifs et les pronoms compléments suivent leurs verbes; les pluriels irréguliers ne semblent présenter aucune difficulté, ni, vraiment, les verbes irréguliers. Ce sont les petits mots—les prépositions, les ad-verbess et les verbes auxiliaires—qui se mêlent souvent: *in, at, to* semblent parfois être mal distingués; *not even, not any* remplacent "never," "none"; les temps semblent présenter des difficultés, particulièrement le passé défini—"Were you going to the theatre in Rouen?" "Do you go last night?"—sont les fautes communes. "Have you ever been..." est une phrase presque inconnue.

La prononciation me semble extrêmement correcte—en particulier, le *a*, le *th* et le *h*; seuls le *a* comme dans "water" et le *s* comme dans "sing" ne sont pas nets; la dernière syllabe est souvent avalée, et, dans les longues phrases, le rythme français reparait presque toujours.

Ce sont de petites fautes; le grand fait est que les élèves parlent couramment; souvent ils ne traduisent pas. Quand la conversation devient un peu vive et que mes réponses sont assez courtes, ils ne pensent point en français: les mots semblent arriver automatiquement. On doit, du reste, être toujours prêt à remplir les lacunes quand ils commencent à hésiter.

J'ai obtenu les meilleurs résultats avec les élèves de seconde et de troisième: les quatrièmes sont admirables, mais ils sont d'un âge où ils ne peuvent guère profiter beaucoup de la conversation. La construction de leurs phrases reste naturellement très simple; les phrases sont toujours coordonnées; ils parlent l'anglais comme ils parlent le français; ils ne peuvent guère faire de progrès maintenant qu'au point de vue du vocabulaire

* Mr. Hankin has been good enough to send us an advance copy of his report, which will be issued by the Board of Education as a direction to higher Assistants.

que, je l'ai déjà dit, on ne peut enrichir par la conversation. Pour cette raison, il me semble que je suis plus utile avec les plus grands. On voit chez eux des progrès vraiment extraordinaires : ceux qui, au commencement de l'année, ne pouvaient rien me dire couramment, bavardent maintenant avec un plaisir et avec une facilité évidents. Toute leur connaissance semble être assouplie et contrôlée.

Les élèves de seconde qui ont l'allemand pour première langue m'ont plu surtout : après deux ou trois heures, le pouvoir d'expression arrivait chez eux d'une façon frappante. Chez les élèves de première je ne vois pas un progrès semblable ; mais il y en a parmi eux qui, après avoir étudié l'anglais par la méthode ancienne, ont abandonné cette étude pendant trois ans et la reprennent maintenant depuis une année. Ils sont si excellents qu'on est tenté d'en tirer une conclusion, peut-être aventurée, au sujet des effets subconscients de la grammaire apprise il y a quatre ans. Au contraire, les élèves qui ont été en Angleterre ne semblent pas profiter de la conversation : ils restent toujours incorrects et retardent leurs camarades par leur désir de parler sans cesse.

S'il m'est permis de vous indiquer mes idées, je puis dire que les élèves de troisième et de seconde tirent infiniment plus de profit que les autres de la conversation ; qu'il ne faut pas avoir plus de trois élèves à la fois ; qu'ils doivent être amis, s'il est possible, et qu'il faut considérer quelle espèce de mémoire chacun d'eux possède. En ce cas, chez les élèves dont la mémoire auditive aura été reconnue insuffisante, on pourra essayer de la développer.

Je parais avoir laissé de côté les autres devoirs d'un assistant anglais. Mais si l'on essaye toujours de persuader aux élèves de causer, on ne peut pas leur donner beaucoup de renseignements sur la vie anglaise. Il n'y a pas beaucoup à le regretter. Les professeurs le font beaucoup mieux ; ils peuvent mieux qu'un Anglais expliquer le génie des Anglais, leur vie et leurs habitudes, parce qu'ils ont été frappés autrefois par leurs caractères distinctifs. Pour comprendre sa patrie on doit étudier les critiques étrangères.

Mais la tâche de l'assistant anglais ne se borne pas pour cela à enseigner aux élèves à "demander une côtelette à l'étranger." Il est un échantillon, un exemple concret de ses compatriotes, — costume, mœurs, façon de voir, etc. Il voit toujours les préjugés diminuer des deux côtés ; il y a un enfant qui sait aujourd'hui qu'il y a des vaches en Angleterre ; les plus grands comprennent peut-être que l'insularité anglaise n'est que de la réserve, pas de l'hostilité ; que la liberté peut exister dans un pays encore peu démocratique. Personnellement, je n'oublierai jamais l'amabilité et la politesse des amis que j'ai faits parmi les élèves du lycée Corneille, auxquels je ferai mes adieux avec un regret sincère.

Veuillez agréer, Monsieur le Proviseur, l'assurance de mes sentiments les plus respectueux.

GERALD T. HANKIN.

Lycée Corneille, Rouen, July 1, 1906.

ON LETTING ALONE.

WE have all heard of the boy who thought that "getting out" was unquestionably the pleasantest episode in scholastic routine : some of us may have agreed with him ; a few of us may possibly have gone so far as to speculate upon the foundations of his judgment. Whether our speculations may be profitable is another matter : at least they have led to the consideration of a particular point in scholastic practice which might fitly receive more recognition than it does.

He would be a bold man who denied the importance of initiative, or of suggestion, or of thoughtfully directed guidance in education ; he is possibly somewhat rash who ventures to assert the equally great importance of a more delicate and difficult art, to wit, the art of "letting go." Yet the teacher who has clearly traced the real boundaries of his province and duly observed the limits of his paedieutic efficiency must have been brought up, time and again, before a rather startling "Thus far and no farther !"

There is unquestionably in most educational processes a

definite point, varying with the individual child, but nevertheless clearly to be marked by the shrewd educator, beyond which the teacher is not merely unnecessary, but positively harmful. However sad the reflection, it is probably only too true that every teacher does unwittingly, yet none the less effectively, retard in some measure the progress and development of the intellects committed to his charge.

To a certain extent this is inevitable. So long as children are taught in classes there must be periods of stagnation or retardation for individuals. The smaller the class, the less will be the aggregate of wasted minutes. But it should not be beyond the power of educational endeavour to minimize the evil ; when ideal methods of instruction prevail its magnitude will be mightily diminished.

How, then, do teachers retard growth ? Juvenal spoke only a half-truth when he said :

Occidit miseros crambe repetita magistros.

He might well have added "*occidit pueros.*" True, repetition and reiteration have their function, but who can define the function of the "vain repetitions" to be so often heard in infant classes ? A class of tiny mortals gaze on a picture of a slumbering Persian, and say, again and yet again, till the monotonous cadence falls for the tenth or twentieth time on the wearied ear : "The cat is on the mat."

Possibly inhibition is strong in infancy. Let us at least hope so. Were it otherwise, it were hard to explain how so many children survive the ordeal with a modicum of brain. Doubtless a stray child in the class has been for a time or two interested in the wondrous connexion between thing, symbol, and sound ; but during most of the time action has been automatic, and thought has been "switched off." In other words, time which might have been filled with work is filled with noise enough to induce in course of time inhibition, and in the fullness of time atrophy. Fortunately, atrophy rarely supervenes.

Now there is not an atom of doubt that the normal little child is simply full of the desire to know and to work. With advancing years the desire frequently fades so far as school is concerned. This should not be so, and when schools are perfect it will be far otherwise. But in a perfect school the gabble of many will neither pass muster for the learning of many, nor will it prevent the working of a few.

Doubtless there is something pleasant to a child in a "sing-song" simultaneously performed. Most vices have their charm, and a "sing-song" is at least a soporific. The worst of it is that under soporifics one neither does much nor desires to do much. Let the teacher who trusts at all in "simultaneous" work ponder the matter awhile.

Nor is it in the infant school alone that the teacher may thus retard the accomplishment of his own ends. There is a type of teacher whose dearest tenet is that children are brought into the world in order to be taught. Such a teacher can never pursue the wise policy of *laissez faire*. To let a child alone to follow his particular line of interest were to be guilty of sheer laziness. No child in that class can hope to be left alone for even a little with a book, to discover how books can speak to him, nor with a flower, to become curious as to the "why" and "wherefore" of its lovely form, and to ask questions thereanent. All must ever be busy at some definite task, or following the work of a particular individual.

Unquestionably the examination fetish has much evil to answer for. For too long it was regarded as essential that in a given class each child should at a fixed time have reached a definite level of attainment in particular branches of study. To secure this the teacher had to think mainly of the weak, and thus the strong were forced to "mark time" during part of the session. To suggest that they might at reading lesson have been turned loose to browse as they pleased in the school library would have been rank heresy ten years ago ; to too many it would yet appear a dangerous experiment ; yet it would at least secure that the children were doing something *con amore*. Plasticity and obedience have their disadvantages ; a child will with great good will do perfectly uninteresting and useless work simply because the teacher's *fat* has gone forth.

One of the best features in the higher education of to-day is the improvement in general educational perspective. We no longer aim at producing a boy who knows a certain amount ; we rather strive to mould a child into a particular type of all-round, generally satisfactory youth, not over-clever, perhaps, but level-headed and full of interest in life. His school-days are less

"cloistered" than of yore. Even in school he has learned the value of intellectual self-reliance. He has, to some extent at least, been let alone.

To the average teacher few things are more difficult than to acquire the art of letting alone. Let every one who can read Long's charming "School of the Woods," if he would see perfection in the training of the young. The eaglets blunder into flying, the young fish-hawks go hungry while they learn to seize their food; the parent bird guides and watches, but knows how to leave the nestling to its own slender wits.

There is, alas! too little blundering in our school; too many artificial aids are at hand. What wonder, then, if our young ones enter the world's larger school lacking in the *savoir faire* which is the salt of life!

W. R.

OBITUARY.

MISS A. C. MAITLAND.

THE death of Miss Agnes Maitland, which occurred on August 19 at Oxford, has not only deprived Somerville College of its Principal, but removed one of the leaders in the advancement of women's education.

The facts of her life may be briefly stated. Born in London in 1849 of Scotch parentage, she spent her early years first in Scotland and then in Liverpool, where her father was settled in business. Her first educational work was as an examiner and inspector in the Schools of Domestic Economy established in Liverpool at the instigation of Miss Fanny Calder; and as a writer and lecturer on this subject she soon made her mark as a recognized authority. In 1889 she was invited by the Council to succeed Miss Shaw-Lefevre on her retirement as Principal of Somerville Hall. In the seventeen years during which she held the post the Hall (incorporated as a College in 1894) has increased in numbers from 35 to 83, and the structure has grown in proportion to the numbers. The library, opened in 1904 by Mr. John Morley, united the two wings, and was an outward sign of the completion of Miss Maitland's work. But her activities were not confined to Oxford. She served on the Committees of the University Association of Women Teachers and of the National Union of Women Workers. For the last year of her life she suffered from a grave malady. She fought bravely and rallied for a time, and continued almost to the end to take part in the government of the College. Though she took no active part in politics, she was a staunch Liberal, with the courage of her opinions and a reason to give for her faith. In her Kirkcudbrightshire home at Chipperkyle she delighted to play the gracious hostess, and entertain her Oxford students—some who are now mourning their best and wisest friend.

An "Old Somervillian" writes to us:—"What most impressed some at least of us students was the human way in which Miss Maitland regarded us. To her we were not merely students, members of a community who had to obey its laws: we were individuals in whose home interests, hopes, and troubles she could and did sympathize, as some of us have good reason to remember. We had each of us individual pasts and futures of which she cared to hear, and advice of very real value was never failing. It was, of course, impossible for all students to come into these close relations with her, but I can confidently affirm that none who sought her help found her lacking. She seemed to us to have a keen discrimination as to character and our fitness for responsibility. She knew how much liberty could be wisely granted to each student; when to tighten, and when relax, the reins of discipline, enforcing or ignoring at her discretion the unwritten law of the College. She loved her work, and it prospered in her hands; and perhaps few can judge how far-reaching was her influence, or how many will mourn her loss."

TRAINING OF MUSIC TEACHERS.—The thirty-first annual course for teachers has been held in London by the Tonic Sol-fa College. The work is mainly pedagogic. Students face an orchestra, a choir, and a class of children, and conduct and give lessons under the supervision of a professor, listening also to the attempts of fellow-students and to the model lessons. For their own improvement students have daily voice practice, and the physiology of the voice is explained. They also learn to write down harmonies by ear, to sing at sight from staff and sol-fa, and to compose music. Students attended from many distant places. The professors were Messrs. McNaught, Venables, Oakley, Rook, Bonner, and Harrison, and Mr. Curwen had the general oversight.

COLONIAL AND FOREIGN NOTES.

FRANCE.

Ought head masters to pay visits of inquiry to the class-rooms of their schools? It is a question that French school-masters have lately been considering. In some *lycées* the *proviseur* never comes near the forms; in others his appearances are frequent. When he visits, his impressions are wont to be communicated and to affect the judgments of *inspecteurs d'académie*, of *recteurs*, and even of *inspecteurs généraux*. Yet how can he judge of teaching except in his own subject? Is a classical scholar competent to weigh the merits of science teaching, or a mathematician a fit critic of instruction in modern languages? On the other hand, is not the head of an institution entitled to know what is being done in the school for the conduct of which he is responsible? The French schoolmasters found, as we think, a right settlement of these questions when they agreed that the head master should be free to be present at lessons, but that independent and regular inspection should prevent his opinion from being of final and decisive authority. Looking at the matter from an English point of view, we would gladly see some such system prevail, so that an assistant master, asked for his record, could produce, not the customary tributes of grudging or unduly lavished praise, but a simple statement of what forms he had taught, in what schools, and with what appreciation from qualified inspectors.

A recent number of the *Revue Pédagogique* contains an awakening article on "Difficulties in the way of Co-operation between the School and the Family." The writer, M. Crouzet, of Toulouse, finds that more progress has been made towards an understanding between the two authorities in the case of primary than of secondary schools. The primary teacher is urgently counselled at the training college, and by his superiors, to cultivate good relations with the parents of his pupils. And the working man stands nearer to the *instituteur* than does the middle-class father to the *professeur*. Yet the peasant is more expert in the breeding of cattle than in the breeding of boys, and free education leads him to depreciate the school from a belief that price and value are equivalent terms. Under these circumstances the physical, the intellectual, and the moral education of a child are beset with difficulty.

With regard to physical education, in the eighteenth century it was Jean-Jacques Rousseau that pleaded for the bringing up of children in accordance with Nature: now it is the doctors, the hygienists, and the pedagogues. Yet in respect to all the requirements of infancy—air, activity, fit nourishment, and cleanliness—there is generally some family practice dangerous to the child, who is either confined indoors, kept still, stuffed with improper food, or brought up amid filth. And, if in some matters, such as the crusade against alcohol, it is the family that puts obstacles in the way of good physical education, the school is not seldom an accomplice. Parents and teachers sharing the desire to keep the little one quiet, written exercises serve the purpose of both and are prescribed in undue measure. As to intellectual education, it might seem to be the exclusive sphere of the teacher. But the family could do much in co-operating with him. In point of fact, parents take no interest in their children's tasks, are unable to supervise them, or, with an excess of zeal, do the work themselves and conspire to deceive the teacher. Yet, for all their negligence and folly, they are greedy of scholastic distinctions for their offspring and look to the school to supply plenty of work. Not only for children six years old, but also for scholars of from seven to thirteen, the abuse of written homework is a complaisance to parents who confound education with cramming and like to see plenty of writing done—not merely because it ensures their tranquillity, but as a visible proof that labour is being exacted from their young.

But it is in the department of moral education that the home shows the greatest imperfections. A father may delegate to the teacher the office of an instructor; he cannot renounce all share in the moral formation of his child. But often the influence of the home, far from being wholesome, is morally injurious. The family may undo in the evening the work of the school in the day. On an average a child passes three hours at home for every one at school; the family then must be the controlling force in his moral education. In the worst homes there is actually a struggle to wrest from the school recruits for the army of crime. In the less bad there is hostility to its moral teaching and to its discipline. Some parents receive with open arms a boy that has been punished: "Pauvre chéri! il t'a puni, le maître? Eh bien! moi je vais l'arranger." Others welcome complaints against the teacher, or encourage their children in an attitude of formal or open resistance to him. But these indiscretions are of small moment in comparison with other misdoing. Moral education is, above all, the education of example. How is it given to a child who knows Saturday as "the day when you fuddle yourself," or to one who beats his mother "to do like daddy"?

The Family and Moral Education.

It is clear that the French father is as far from perfection as the British. The latter has, moreover, a special characteristic. Whilst he resents the discipline of the school, his own educating is done mostly by violence.

The British Parent.

Readers who walk abroad in large towns must often be saddened by the pedagogy of the streets. The father takes off his belt to chastise a laggard son. Inspired by his example the mother cuffs her girls, the child nurse shakes the baby nursing. Pain may be a legitimate disciplinary agency; few will recommend it as a first remedy, and fewer extol it as an universal specific. The parents hitherto considered are those of the lower class. The British parent of a higher grade has different, but no less conspicuous, weaknesses. A father insists that his numb-witted son, as a gentleman, shall learn Latin and Greek, when the dullard would be better employed with an educative dung-fork; nor is he capable of knowing that mental disciplines should be chosen with reference not to social pretensions, but to the capacity of the child. A mother is generally concrete indiscretion. In both father and mother the predominant defects are fatuous inconsistency and a baffling, maddening infirmity of purpose. Yet in some measure the school is to blame; for it grew its own rods. It can never cast off all responsibility for the sins of the age; indeed, its most solemn obligation arises from the fact that the half-taught parent avenges on his offspring the neglect of his teacher. If this be understood, we may hope for better things. We, for our part, believe not only in the education of the individual, but also in the progressive education of the race. Perhaps when Thring flogged boys for returning late after the holidays he was consciously flogging not so much actual schoolboys as potential fathers. Improved education will surely improve parents. Let us be of good cheer, and, above all, let us not blame heaven for our own failures.

GERMANY.

Bad Salzbrunn is a watering-place in Silesia. Its springs attract patients of the kind described by milliners and guide-books as "fashionable." It has, moreover, the credit of being the author of a *bahnbrechend* innovation. It has engaged this year for the holiday

A New Occupation for Teachers.

days a teacher expert in the games of the young, whose business it will be to organize sports for the children and to take them for walks in the neighbouring mountains and woods. In this way parents will be relieved of the charge of their offspring and will be able to devote themselves exclusively to their "complaints." There are cases of illness in which such relief is imperative. But, in general, the mother who desires to be freed from the society of her children is *μήτηρ ἀμύτωρ*. As for the teacher, he must be regarded as a pioneer leading us on to a new, and, we hope, profitable, industry. In England too there are watering-places, and there are teachers with more strength of limb than sense of dignity.

It is a subject of constant lament that the boys in the higher schools are overburdened with work. Yielding to newspaper agitation, the Württemberg Ministry made inquiry into the number of hours spent in school

Overtaxing the Boy.

and the amount of study at home exacted. The result has been some mitigation of the boys' lot. In *Gymnasien* the Latin hours are reduced from 81 to 74 a week. Readers who have used the tables that we have published will understand that the figures are got by adding together the hours a week given to Latin by each form through which a boy would pass in the full nine years' course. Greek goes down from 40 to 38 for a six years' course. The total number of hours a week in school for all subjects of the nine years' course falls from 266½ to 258; that of hours of preparation out of school, from 107½ to 89. To make the matter as plain as possible, we may say that 3½ per cent. has been taken off the work in class, and 17 per cent. off the preparation. Similar alleviations are granted to the pupils of the *Realgymnasien* and the *Oberrealschulen*; in both of which, as we observe with some surprise, the time assigned to geometry has been cut down. We have heard so often that the German boy is overburdened that we have grown to believe it. With regard to the English boy "overwork" generally proves, on investigation, to be work under unhealthy conditions. We are not disposed to recommend any lightening of his burden.

UNITED STATES.

That San Francisco is to rise again from its ruins we need hardly say. One part of the work of restoration will be

San Francisco.

done, as it is hoped, by novel means. Teachers and children throughout the United States have received an appeal urging them to supply the San Francisco School Department with money for the rebuilding of the thirty-three school-houses destroyed by fire in the recent calamity. Collecting has already begun in several quarters. The pupils in the tent schools are busy making sketches in coloured chalk of their temporary quarters, and these are being sent to the East in large quantities. The commence-

ment exercises, on June 2, were held at Golden Gate Park with the sky for a roof and the trees for walls. We are not surprised to learn that discipline is more easily kept in the open air than in ill-ventilated class-rooms.

The "Carnegie Foundation" is the name, not of the new machine which is to reform our spelling (that is the "Simplified Spelling Board"), but of the incorporated trustees of the fund for providing higher teachers in

The Carnegie Foundation.

the United States, Canada, and Newfoundland with retiring pensions. The full title of the Board, which consists of twenty-two presidents of colleges or Universities and three commercial men, is the "Carnegie Foundation for the Advancement of Teaching." The income at its disposal is 500,000 dollars a year. The first service that it could render to education must have been obvious to our readers, who will have divined that the offer of pensions would bring to light the number of institutions from which claimants might come. The fund is not available for schoolmasters, but is intended for the benefit of teachers in colleges or Universities. It now appears that in the English-speaking part of North America there are more than seven hundred institutions calling themselves colleges or Universities! Instead of being impressed by the amount of learning thus represented, the trustees regard it sceptically; nay, they assert that the honourable titles have been adopted by ambitious institutions in much the same way as the aspiring citizen of the United States makes himself a colonel. Hence they have been obliged to look for a definition of a college, and have accepted that now in use under the revised statutes of the State of New York. "An institution to be ranked as a college must have at least six professors giving their entire time to college and University work, a course of four full years in liberal arts and sciences, and should require for admission not less than the usual four years of academic or high-school preparation, or its equivalent, in addition to the pre-academic or grammar-school studies."

A professor in such an institution may be pensioned on the ground either of age or of long service. He is qualified to benefit if he is sixty-five years of age and has served for not less than fifteen years, or if he simply can prove a service of twenty-five years. Under the

Whom it will benefit, and to what extent.

scale fixed by the trustees, those who have been receiving small pay obtain as pension a much larger proportion of their active pay than those who have been in rich offices. Thus a professor who has had 1,200 dollars a year will get a retiring allowance of 1,000 dollars, while one who has had 5,000 dollars will receive 2,700 dollars. The widow of a professor may draw during her widowhood a pension of one-half that to which her husband was entitled. In no case is the retiring allowance of a professor to exceed 3,000 dollars.

Mr. Carnegie's latest bantling, the "Simplified Spelling Board" mentioned above, is showing itself vastly energetic.

Spelling.

It has a central office in New York and a—doubtless able—secretary, and will conduct an active campaign with pamphlets and addresses. "It hopes," says Prof. Brander Matthews, "to win over the support of organizations in sympathy with progress, of teachers and of advertisers, of publishers and of printers, of men of science and of men of affairs, of all who are awake to the immense waste of time and of effort due to our present spelling, and who can see how much of a hindrance this is to the speedier adoption of English as a world language." There is certainly much to be said from the pedagogic point of view in favour of reformed spelling. We fear, however, that it has already been said, and said in vain. Some will still hold, with Renan, that a word is like a living thing that has grown to form and beauty, and so is not lightly to be reshaped. All will be conscious of the practical difficulties in the way of effecting a change; for neither American nor English schools are State-controlled in the sense that German are. And there is a little detail to which we would call attention as delicately as possible. Although the Board has Mr. S. L. Clemens (Mark Twain) among its members, it shows a slight lack of humour. We doubt not that the rich Carthaginians spelled as they chose and haply formed a Trust to regulate the mode in which words were written. They will hardly have claimed more than a local influence or appointed a committee to reform the spelling of Tyre.

Yet, after all, it is, now as hitherto, the practical difficulty of bringing a new orthography into vogue that must be most seriously considered. The beginning would have to be made in the instruction of the young. Middle-aged men seldom alter their spelling, unless it be with the help of a dictionary and to make it less (not more) phonetic. A journal must spell in the main as its readers wish it to spell. But we leave the topic for another. The *School Review* opens its columns to a

The Classical Humanities and Medicine.

"Symposium on the value of Humanistic, particularly Classical, Studies as a Preparation for the Study of Medicine and of Engineering." In Germany the struggle now is chiefly to free medicine for boys from the non-classical schools. It is then strange to see that Dr. Vaughan, Dean of the Department of Medicine and Surgery in the University of Michigan, argues in favour of classical studies. We need not repeat what he says of the value of Latin and Greek as aids to the exact understanding of medical terms. What

follows will astonish our readers: "There has nowhere been found a better training for the thinking apparatus of the young than the study of Latin and Greek. The great number and variety in the inflexions of noun and verb render close attention an absolute necessity, and this, in and of itself, is of the greatest value in an educational way. Carelessness and superficiality are incompatible with any thorough study of Greek and Latin. Besides, with the close attention that the student must give to the variations in the structure of words, he soon begins to perceive that these indicate variations in the shade of meaning, and then the joy of study takes possession of the student. His observation is sharpened, his perception becomes more delicate, and he finds increased pleasure in the intensity with which he seeks fully and correctly to interpret the author's meaning. And this habit of close observation, of attention to detail, of looking for fine distinctions and shades of difference, and the alertness of mind possessed by an individual of this habit, will be of inestimable service to him should he choose medicine for his profession, both in his experimental work in the laboratory and at the bedside of his patient. This point in favour of the study of Greek and Latin, it seems to me, is not easily over-estimated. Indeed, the progress of medicine is determined largely by the accuracy and precision with which observations are made. The careless or the superficial man is not suited either to the practice of medicine or to the conduct of experiments for the elucidation of medical problems. It is the painter who brings out detail, and not the impressionist, who is needed in scientific medicine."

Is it not remarkable that a medical man should champion the cultivation of the powers of observation by means of verbal phenomena? It is the object of the modern science movement to vindicate the function

for the phenomena of Nature. But this is not the place to discuss the question. We end this note by reporting the resignation of Dr. William T. Harris, the United States Commissioner of Education. His contributions to the settlement of educational problems will be known to many of our readers. The United States will miss his wide grasp of mind and philosophic spirit, his powers of organization and indefatigable strenuousness exercised in the public service for half a century.

CAPE COLONY.

The Report of the Superintendent-General of Education will be read on the whole with pleasure. Dr. Muir's difficulty has always been to get a supply of competent teachers. We reproduce what he says on the subject with reference to the year in question. More satisfactory progress can be recorded this year than was possible in 1904. In the twelve months under review the qualifications of 5,511 teachers were reported on, as against 4,954 in 1904. An examination shows that, of the additional 557 teachers, 355, or 63.7 per cent., hold professional qualifications. This is satisfactory, as it shows that a larger proportion of the teachers entering the service are qualified than of those already on the departmental list. Accordingly, the percentage of certificated teachers has risen to 51.41, an improvement of 1.39 on the percentage of 1904. But there is undoubtedly a great leakage from the teaching profession. This is evident from the fact that, while there is an increase of only 310 in the number of teachers holding the Third Class Certificate, no fewer than 537 teachers obtained this certificate. There is, therefore, for the year a loss of 227 certificated teachers to be accounted for. A large number have married, and a large number, especially of the newly certificated, have entered the service of the new colonies. It may be observed that for many years Cape Colony, as the oldest and longest settled of the South African States, has been in the habit of furnishing the majority of the South African trained teachers for the States north of the Orange River.

The year was one of great activity in the founding of schools. The net gain in new schools is 297. In the previous twelve months the increase was 182, and it will therefore be seen that development has been proceeding at an accelerated rate. We observe, moreover, with satisfaction that there has been an increase of fifty in the number of libraries attached to schools. On one small point we may touch critically without giving offence. Miss Eaton's report on the teaching of needlework has the statement that the alternative of machine work to take the place of handwork and tacking in Standards VI. and VII. will cause increased expenditure. The sewing machine is an instrument of education that we have always viewed with suspicion and dislike. If we were passive resisters, we would let our goods be sold rather than allow the rates to be spent in providing sewing machines for schools.

JAMAICA.

The experiment which is being tried at the Shortwood Training College, Jamaica, deserves the attention of those who think that the education and social elevation of our coloured fellow-citizens are our highest real interest in colonies such as the West Indies. Miss Marvin, the Principal of Shortwood, visited three years ago Mr. Booker Washington's institution at Taskagee and other kindred establishments

in the Southern States, and has since then been endeavouring within her much narrower resources to introduce something of the same spirit into the training of the women teachers in Jamaica. Cows are being kept for the college use, and selected students in the preliminary year are taught to milk them. Cotton is being grown in the college grounds, and basket-making and similar industrial occupations have been introduced into the practising school. But the innovation which has aroused most discussion among the teachers of Jamaica is the new regulation by which any student in the preliminary year may redeem her entrance fee by domestic work in the college. Practically all the new students have accepted the offer, and enjoy the work, but some of the older teachers in the island look askance.

The directors have strongly supported Miss Marvin, and we agree with them when we read in their last report that "domestic work should be considered an essential part of the education of the average Jamaican girl,"—and others—"It benefits her not only physically and morally, but intellectually."

We only wish the colonial authorities, here and in Jamaica, could realize the supreme importance of our educational work there, and release more than the beggarly £60,000 a year to which the whole education budget for a population of 700,000 has for some years been confined.

JOTTINGS.

"UN livre pour veiller et un fauteuil pour dormir."—"Some money for my old age and a feather bed to sleep on." "Numero Deus impare gaudet."—"Two would like to be an odd number."

FROM the Board of Education's Annual Report on Welsh Intermediate Schools we learn that the total number of pupils has increased in the year from 9,284 to 10,413. The proportion of teachers to pupils is nearly 1 to 18. The average salary of a head master is £327, of a head mistress £278, of an assistant master £133, and of an assistant mistress £110. Five head masters and one head mistress receive over £500 a year, but only one assistant rises above £250. The sum spent on scholarships and bursaries in the year was £20,700.

"S. L." writes to us: "The Archbishop has been giving us signal instances of the munificence of Churchmen in founding Church schools and of their self-denying zeal in maintaining them. It is well to be reminded that there is another side to the picture revealed in the following report on the Mosley Schools, which I copy from 'The Life of Sir Joshua Fitch':—'I had remarked last year on the absence of subscriptions or of any evidence of local interest; and this year I found under the head 'Voluntary Subscriptions' the sum of £34. 4s., balanced, however, by a new item on the other side, in which the rent of the room was also set down as £34. 4s. It was explained to me that the managers had thought it better to credit themselves with contributions to the schools, although the transaction was wholly imaginary, no money having been given or received.'"

We have received from the St. George's Press "A London Boy's Saturday. By T. E. Harvey, Deputy Warden of Toynbee Hall." It gives the results of an investigation undertaken by the Enquirers' Club which meets at Toynbee Hall. The results may be summarized thus: Girls spend most of the day in domestic work and boys in wage-earning occupations, of which the chief is selling newspapers. The games are street games, such as tip-cat, and the relaxation is the penny gaff as the reward for the day's toil. This grim picture is relieved by many gleams of light. Children in three schools were set as an essay, "How I spent my last Saturday." One girl, a budding Dorothy Wordsworth, writes: "There were a lot of hyacinths growing and the air about a yard from the garden looked quite blue." A boy instructs his mother how to play at "knocking up catches": "She did 'nt know how to play, I showed her how and then she had a longer inrains than I did." That seven essays out of eleven should begin "I arose," or "I arose from bed," is a reflection on the teachers; that dressing should invariably precede washing shows that hygiene is not taught, or, at any rate, taught effectively.

FRENCH teaching in our public schools still leaves something to be desired. In a recent examination the question was asked, to be answered in French: "Depuis quand apprenez-vous le français?" and one answer ran: "J'ai appris le français depuis j'est venu à l'école. Je apprenne le français huit ans."

AN examiner sends us a palmary instance of the muddled or addled brain produced by learning three or four languages simultaneously. "We should only eat when we are hungry" was translated by one pupil into French (?): "Nous edirions nur."

THE University of London has published (3d., post free) a most useful pamphlet entitled "General Information for Internal Students." The student can see at a glance the various schools of the University, find what each professes to teach, and the cost of tuition and examination fees.

THE late Head Master of Eton has been discoursing on public schools. Dr. Warre tells us that the great public schools will in future be judged "not so much upon intellectual as upon moral grounds." This reminds us of the Oxford undergraduate who, after he had been hopelessly ploughed on every subject in Collections, excused himself to his tutor on the ground that he had hardly missed a college chapel.

A NEW two-year Course of Physical Training for Ladies will begin at the St. Bride Physical Training College, Bride Lane, E.C., on September 17.

"THE Bill is, under another name, an organized attack on the Constitution in Church and State, and as such should be first hung up to public obloquy and afterwards, if necessary, taken down and re-constructed. But this is a secondary consideration."—*Blackwood's Magazine*, August. We should like to learn from "Maga" what is the primary consideration.

THE opening of the University of London Library by the Chancellor is fixed for October 26. It consists of the Grote Library, bequeathed by the historian; the De Morgan Library, presented by Lord Overstone; and the Foxwell Library of economic literature, purchased for £10,000 and presented by the Goldsmiths' Company. According to the *Tribune* it was the section representing the old non-teaching University who opposed the formation of a proper library and neglected the books they possessed. On the removal from Burlington Gardens they were conveyed by workmen in trolleys, and dumped down anywhere. "Rare editions were found later on at the bottom of the lift, in a pool of water. A porter was librarian, and the lift boy sub-librarian."

THE International Congress for Works of Popular Education, organized by the Società Umanitaria, will be held at Milan on September 15 to 17 inclusive. It sits in three sections, and the respective "themes" are (1) "Auxiliary and Integrative Institutions for Primary Schools," (2) "Professional Teaching for Male and Female Working People," (3) "Popular General Culture for Adults."

IN its provisions for the training of teachers the Scotch Department, not for the first time, has given a lead which the Board of Education will do well to follow. No school can be recognized as a centre for the training of junior students unless it has a separate master of method or one of the existing staff set apart for the special duty of supervising the practical training. What our English head masters and some of our head mistresses desire is a roving commission to take apprentices and train them at their pleasure.

ANOTHER circular of the Scotch Department is *optimi exempli*. It proposes to alter the date of examinations for Leaving Certificates from June to before Easter; but, before coming to a final decision, it invites teachers to communicate their views and set before them arguments for and against the change.

ON the retirement of Mr. Boyd, H.M. Chief Inspector for Scotland, Dr. Dunn has been nominated to the post of Chief Inspector for the Northern Division.

THE Historical Association has advanced so far as to adopt a constitution and by-laws and elect its officers. The first President is Prof. Firth. The subscription is fixed at 5s. The first general meeting of the Association will be held early in January, 1907.

MR. JOHN COBB, B.A. Lond., Modern Language Master at Russell Hill School, Purley, Surrey, has been appointed Head Master of the Archbishop College at Halifax, Nova Scotia.

MR. H. H. ROBERTS, B.Sc., Director of Modern Instruction at the Cheltenham Grammar School, has been appointed additional assistant in the Higher Education Department of the Kent Education Office.

MISS ETHEL HURLBATT, M.A., Principal of Bedford College for Women (University of London), has been offered and has accepted an appointment as Warden of the Royal Victoria College, McGill University, Montreal, and will leave England at the end of the year. The Council of Bedford College will shortly appoint her successor, who, it is hoped, will come into residence at the beginning of the Lent term.

MR. G. E. S. COXHEAD, senior English master of the Liverpool Institute High School, has been appointed Head Master of the Hinckley Grammar School.

MR. CECIL H. S. WILSON, second master of Cirencester Grammar School, has been appointed Head Master of Lymm Grammar School.

IN recognition of Mrs. Humphry Ward's work in connexion with vacation schools, it has been suggested that the clause in the Education Bill which deals with this subject should be known as the "Mary Ward clause." Perhaps a still better suggestion would be that the schools, when established, should be known as the "Mary Ward Schools."

IN the annual report of the Higher Education Committee of Bootle it is noted that Miss Armstrong's private school for girls, which had been previously recognized as efficient by the Education Committee after a detailed inspection by the Board of Education, has been assisted by the provision of a teacher at the expense of the Local Authority in accordance with regulations applicable to all private secondary schools in the borough.

THE pupil-teachers attending a secondary school appear to have made a protest to the Local Education Committee against the quality of the education given them, which, it is urged, does not enable them to pass their examinations. They seem to be especially wounded at being asked, in a school General Knowledge paper, to give the name of the winner of the Derby. They ask if a serious-minded pupil-teacher should be asked to burden his memory with such facts. They also object to being asked: "What article in common use is associated with the phrase 'Won't wash clothes'?"

A USE appears to have been found at last for the L.C.C. steamboats. Recently a party of boys from a Council school were taken by boat from Lambeth to Greenwich with the object of giving them a practical lesson on the Thames and its uses. Such an adjunct to the geography lessons should prove useful and stimulating.

THE Cambridge "Locals" will be held in July of next year as well as in December.

THE following remarkable statement found in an examination paper shows how prone boys are to write what they do not understand:—"The sun never shines on the Equator, the Mediterranean being in the Equator does not have tides." Another boy, in answer to a question about coral islands, wrote:—"A group of islands made up of coral would look fine of course, we have never heard of such things." The same boy, asked about a ship canal crossing an isthmus, wrote: "An isthmus as we all know is a narrow neck of land. To make a canal would not do I don't think and especially for ships to go up and down it would not do."

"WHEN the Shipman and his fellows sailed up the Gironde, we cannot doubt that they saw many young washerwomen diligently washing clothes by the river side with the aid of a batlet, which was called at that time a *batedor* in Provençal, and simply means a 'beater.' They promptly learnt the word, but turned it into 'battledoor' by association with *battle*, which in provincial English still means a 'mallet.' *Batedor* is formed like *troubadour*, which is well known to be Provençal."—From an article by Prof. Skeat on "Provençal Words in English," in the current number of the *Modern Language Review*.

THE Essex Education Committee have issued a memorandum "On the Teaching Profession" for the information of parents. Under the heading "Prospects of the Teaching Profession," we find that: "The teaching profession must always be held in honour, since the character of the nation largely depends on the religious, moral, and intellectual training of the schools." The latter part of this statement is profoundly true; as to the first part, it is to be noticed that the writer does not say that the teaching profession *is* held in honour, but that it *must* be so held. The fact is, the teacher appears to the man in the street to be a poor sort of creature who stands apart from his fellows and maintains his dignity by distance.

THE foundation stone of the new buildings at Frognal, Hampstead, for University College School has been laid. The whole estimated cost is £110,000, of which about £70,000 has been already raised.

THE Essex Education Committee have made a grant to Mr. Vincent, proprietor of the boys' school at Loughton, of the sum of £50 towards the salary of a science master in consideration of such teacher also undertaking the teaching of the girls in the secondary school. The payment is to include rent for the use of the laboratory on Saturdays.

MR. J. VAVASSEUR, of Thetford, Norfolk, has offered £1,000 towards the new secondary school, to be expended in any way the Local Education Committee shall decide.

THE Education Committee of Staffordshire have approved a temperance Reader, which will be supplied to local managers when requisitioned.

THE Society of Arts has recently issued the results of the Intermediate Examination. There were 9,572 candidates, who worked altogether 10,734 papers; so that most took one subject only. Certificates were given on 7,382 papers—a fairly high percentage of passes. Shorthand, Book-keeping, and French are the popular subjects.

THE *Schoolmaster* in its leader of August 18 predicts a stormy Autumn Session. The House of Lords will probably refuse to go on with the Committee stage of the Bill till the West Riding case has been determined by the highest legal court, and a situation will arise "sufficiently interesting for the most jaded palate." But teachers—or, rather, members of the N.U.T.—may rest in quiet and confidence. "Fortunately there is always the N.U.T." Moral: Why does not "every teacher in the land, woman as well as man," join the N.U.T.? Only Horace could do justice to such sentiments.

The just and constant N.U.T.
 Contemns C.-B. and A. J. B.;
 The State may crash above his head,
 But Mac—a feels no dread.

THERE really seems to be no general demand for a holiday course in Spain. This year the Staffordshire Education Committee, which has for long supported courses for the study of Spanish, reports that no grant has been made because no suitable candidate presented himself who was willing to carry out the conditions laid down by the Committee.

CORRESPONDENCE.

THE LONDON COUNTY COUNCIL AND ELEMENTARY TEACHERS.

To the Editor of The Journal of Education.

SIR,—Elementary "education" is all to the fore at present, or, rather, controversy concerning the unessential matters connected with our primary teaching; in the endless disputes over curricula, inspection, religious teaching (or the contrary), and a hundred other such things, it would seem as if the two most important factors in the whole run the risk of being ignored—that is to say, the child and the teacher. Of these two, perhaps the latter is the vital one; for the influence of the teacher is often the only influence of any worthy and positive sort that the elementary scholar feels, and what the teacher is the pupil will very largely approximate to. Therefore it is all the more deplorable that to-day everything in elementary education is tending towards the deterioration of the teacher.

Many people found the old School Board system far from satisfactory, and rejoiced when the London County Council took over all the primary schools in London. It was felt that now, indeed, was the good time coming. London's education would have a chance of becoming something worthy of London. Efficiency, originality, and enthusiasm (we believed) would characterize the Council's plans; teachers and taught would be inspired to better things. Thus the anticipation: does the reality justify these hopes?

(Continued on page 594.)

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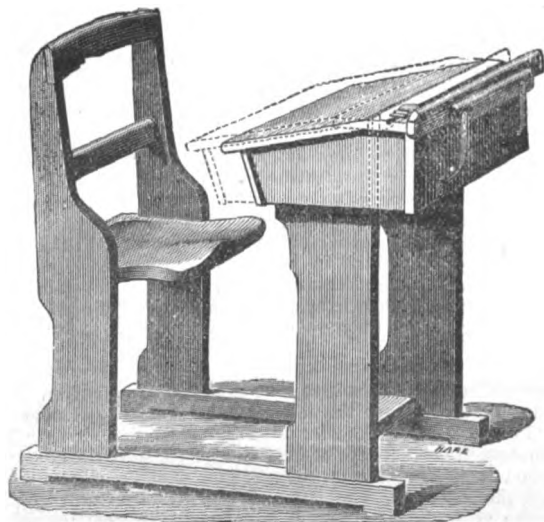
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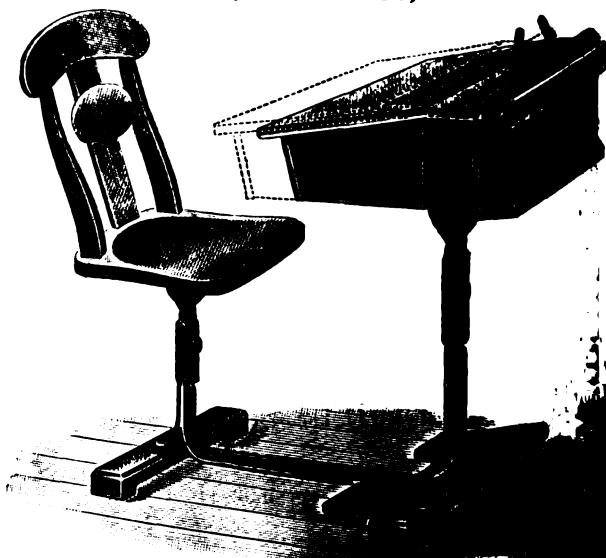
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To judge an educational system is a large and difficult matter; but one thing is indisputable in this connexion: the first, perhaps the most convincing, proofs of progress in education are (1) the high type of the teaching body, (2) the high status of the teaching body, and (3) the material prosperity of the teacher. If these things do not exist, then the "education" will be worthless. So long as our elementary teachers are not the best type of men and women to be found within the State, are not regarded with real respect by the nation, and are not paid a respectable living wage, there can be no worthy teaching body, and no valuable teaching. Let us, then, briefly consider whether the London County Council has succeeded in producing

... has attempted to produce) a fit body of teachers in London; if not, the constant talk about educational ideals, higher standards, finer methods, &c., is so much empty vapouring, and even savours of cant. It is hardly necessary, I imagine, to point out that the elementary teachers all too frequently fall far below the best types of manhood and womanhood which the age produces; that these same teachers are regarded with indifference or contempt by the community as a whole (the remark, "He couldn't do much at things; he's rather a feeble sort, so he went in for teaching," can still be heard constantly); that they are quite inadequately paid, and that for the average teacher there are no "prospects" whatever. These are all well known facts, and lamentable facts. What has the London County Council to say concerning its own part in the business? The Council would probably say that such a state of affairs is not of its creation: matters existed so before the Council had any share in educational affairs. This is true; but be it always remembered that the Council deliberately took upon itself the management of London's education with a view to its betterment (especially the primary education), and the step can only be justified by improved results. What, then, has the Council done to obtain improvements, especially the most necessary reform of all—the creation of a fine body of men and women to carry out the work in the elementary schools? The answer is: "Nothing"; and, if the teaching body is, on the whole, worthy, competent, and self-sacrificing, this is in spite of the Council.

It is, I think, easy to prove this statement by reference to a few matters only. Take first the question of salaries. The pay of the teacher has always been absurdly inadequate when we consider what highly skilled, what responsible and arduous, work is his. Surely, if the London County Council had any genuine desire to elevate its teachers and the standards of teaching, the first thing it would have done was to improve the salaries. Can it be expected that the clever, ambitious, original young man or woman (the very people we want in the educational world) shall deliberately take up work surrounded by hardships and drawbacks which brings in about £90 to £150 (the latter sum only for the most fortunate), and opens up no possible prospects? The best people will be for ever kept out of a profession which cannot offer a fair living wage—and very rightly; for the good labourer is decidedly "worthy of his hire, and, if he expects a pittance, it may be taken for granted that his claims are but small. We can understand, then, why it is that the profession becomes more and more recruited from the ranks of the mediocrities—especially is this so in the case of men—and that the man or woman who aims at anything a little above the ordinary scoffs at the idea of going in for the ill-paid drudgery of elementary teaching.

This leads me to the consideration of another question: a certain amount of drudgery—a fairly large amount, I fear—is inevitable in this work. The pupils are usually poor, often unclean, of a low type, lacking in morals and manners, and much of the teacher's work is pure missionary work—a work of civilizing and reclaiming. Granted this must be, yet the Council has not sought to make even possible reforms. It continues to pack scholars into each school till more are admitted than can be possibly handled, and the teacher is daily more overworked. The large classes remain undivided, the hours of work remain unshortened, and, worse still, extra duties (such as superintending the feeding of underfed scholars) are thrust upon the already over-burdened teacher.

We see, then, that the best type of teacher is not tempted into the elementary schools under existing conditions, and that

(Continued on page 596.)

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THE REPORT OF THE CONSULTATIVE COMMITTEE ON HIGHER ELEMENTARY SCHOOLS.

THIS is an important document, and will receive more attention when the somewhat superficial controversies as to control and religious education which now fill the air have been appeased. The Committee were asked by the Board of Education to advise them as to the "principles which seemed most important in determining the curriculum in various types of higher elementary school," and, in particular, "the part which instruction in technical subjects should play—whether, for example, the curricula of such a school in Coventry should include actual instruction in bicycle-making and only in the principles of mechanics." The terms of reference also allude to the type of teacher desirable and some consideration of rural conditions. On all these points the Committee have something interesting to say, but they decided—wisely, we think—to devote the main part of their time and space to a discussion of what a higher elementary school should be, and how it is to be distinguished from other types, and especially from a secondary school. It is here, of course, that the keenest interest centres, and for their remarks on this question of classification the Committee may expect the sharpest criticism. Some criticism—a far-reaching kind—we think the Report deserves, and we will allude to this later, but we should deprecate any wholesale condemnation, in view of the difficulty of the problem and the many sensible suggestions which the Committee make on practical points.

A summary of their conclusions best indicates the trend of the discussion. They consider that in villages and small towns of less than 20,000 inhabitants separate higher elementary schools are not desirable. They recommend that in such cases the need for "higher primary instruction" should be met, as in Scotland, by supplementary courses in elementary schools, and "intermediate or secondary instruction" must be provided in

one higher school, "for which the regulations should be different from those affecting a secondary school in a large town."

They think that it is the large towns of more than 50,000 inhabitants which really need the higher elementary schools, and that in the intermediate towns of from 20,000 to 50,000 inhabitants it "will lie with the Board of Education and the Local Education Authority to deal carefully with each case," and that "supplementary courses in elementary schools may, in some cases, be found desirable in towns of this character."

Now, apart from obvious criticisms, we must recognize in this a scheme in advance of any official regulations—an attempt to allow for growth and variety of development impossible under one uniform system. We welcome especially the application of the Scotch precedent in allowing supplementary courses, or "higher tops" to the ordinary elementary schools in country districts. It was, we believe, Mr. C. C. Hodgson, of the Cumberland County Council, who first formulated this suggestion, which arose spontaneously from the farmers in the Northern counties. They complain that in many cases the old free grammar schools of their districts, supported by endowments, have been degraded to ordinary elementary schools, and that, if they need anything better, they have to send their children away from home at much greater expense—often an expense quite beyond their means.

The suggestion is that in suitable places the Board should allow scholars to remain beyond the elementary age—up to fifteen or even sixteen—and pay a higher grant on those doing advanced work. And the Committee tell us that "the Board are prepared to sanction the use of endowments for this purpose without danger of appropriation under Section 13(1) of the Act of 1902." This is good news, and we should hold that the labours of the Committee had been well spent if they only succeeded in getting this one simple reform accomplished.

But it must be noted—and here we come to our few words of criticism on the theoretical side of the Report—that when we admit these "higher tops" as a general thing in country districts and in towns under 20,000, and as a possible thing in all towns under 5,000, we have made such a breach in our symmetrical water-tight organization of national education as no educational organizer will ever after be able to mend. Personally, we see no reason why he should try. We read the Committee's Report to find those fundamental, irrefragable reasons which compel us in the ideal educational community—the town over 50,000—sharply to distinguish between the higher elementary and the secondary schools, and we must confess that they appear to us very far from solid.

We are told that the primary function of the higher elementary school is to instil good discipline, the power of self-help, and pride in good work; that these good qualities are to be cultivated by a training more practical than heretofore and by "appropriate illustration" from the industrial and social surroundings of the children. Who would not say "Amen" to such a prayer, and who will say that such a training should be the characteristic of one class of schools rather than another? Is, then, your test to be of age—that in a higher elementary school the scholar has a three years' course and leaves at fifteen, but in a secondary school he is to stay till sixteen? This is the present rule; but every one knows how little real difference it implies in fact, and it is obviously the flimsiest of barriers by which to defend a class distinction between schools. That the class distinction is the most substantial difference the Committee do not attempt to disguise. The higher elementary school is to be "end on" with the elementary; the secondary is not, because it caters for those living in a more liberal atmosphere and with wider prospects, and it must avoid the damaging features of the ordinary elementary school. We only now point out the problem, and urge its great importance. How can such an organization hope to live in an age of growing socialism and democracy, when the Labour Party are beginning to insist that the supreme educational question is that the "schools of the people" should be made as good as possible and that every child shall have the best opportunity of developing his powers? Shall we not be driven to accept a looser and more liberal organization, frankly abandoning the legal distinction between elementary and secondary, and, while endeavouring to our utmost to maintain the standard of all really good work, treating the school supply of every place according to its own needs and merits, as the Committee would allow to every place with a population less than 50,000?

REVIEWS AND MINOR NOTICES.

The Metaphysics of Nature. By CARVETH READ, M.A., Professor of Philosophy of Mind and Logic in University College, London. (A. & C. Black.)

This treatise is, in its author's own words, "a discussion of our ultimate beliefs and forms of judgment, so far as they can be treated upon speculative grounds, and, as far as possible, apart from considerations of moral philosophy and religion." After an introductory discussion of the connotation of the terms "belief," "knowledge," "reality," and "truth," Prof. Read gets to his work proper, and carries on a long-sustained argument in four books under the heads of "Canonic," "Cosmology," "Psychology" and "The Categories." The treatment is highly interesting and illuminative, and the central position of the work is buttressed by support after support with fine cumulative effect. It is impossible here to convey anything but a rough idea of the argument, and we must content ourselves with indicating what seem to us the main contentions.

First: Since reality, according to the writer's own definition, is that of which truth is a more or less adequate representation, it is necessary to have a criterion by which we shall know truth so as to know reality. The result that emerges from a long historical and analytic discussion of criteria is that the only criterion of truth is to be found in developing the system of Positive philosophy in which from the facts of experience we develop concepts, generalizations, and laws, and then return to facts for verification of these concepts. To the sceptic objection that this gives us only relative knowledge, Prof. Read replies that outside of our knowledge there is nothing by which the sceptic can disparage it, and that the certainty of knowledge must lie within that knowledge. Such a criterion, however, does not seem to be essentially different from the pragmatist criterion which adjudges truth by successful action rather than by *a priori* categories, and which Prof. Read rejects. The development of Prof. Read's ever extending conceptual system in which he finds his criterion is effected only through the storm and stress of human activities. And when thereby any fresh addition is made to our cognitive system and we accept it as valid, may it not be said that activity in working out to a concept accepted by men has been successful, and that the successful action in being successful has lived itself as it were into, and thereby made or discovered, truth? And Prof. Read's criterion seems to us to have greater chance of development along the lines suggested by a philosophy that links up thought and action more closely by regarding successful action (in the wide pragmatist sense) as the end of a thought process inseparable from the process, and therefore as the real determinant of truth.

Second: That this criterion of truth enables us at the same time to know reality is based on the assumption that the reality known must have some ground of resemblance to the cognition of it. Knower and known are relative terms, and possess meaning only as related—that is, as having some ground of resemblance to one another. The ground of resemblance is consciousness. What we call inorganic Nature or the world is conscious, and the equivalent of what we perceive, and far more, exists in the world's consciousness. The relation between the individual and this world consciousness is described by Prof. Read as follows:—

Knowledge is consciousness. Now the growth of such representation in life and mind I take to be a function of the evolution of Nature; and it is a true knowledge of Nature, because it is her self-knowledge. The universal consciousness grows into such knowledge.

Hence the farther we can extend the conceptual system of Positive philosophy the more we know of the world reality. In this way Prof. Read substitutes for the old transcendent substance a world consciousness which, to the extent that we do not know it, is transcendent—a transcendent reality. We get to know this reality through phenomena; for "the true correlation of conscious processes is not with the organism as phenomena, but with the transcendent reality whose phenomenon it is." To this transcendent reality, or world consciousness, Prof. Read would give some body, or at least a skeleton, by transferring thither something from its correlative individual consciousness, viz., time, change, coexistence, order or uniformity of change.

Third: The relation in which the world consciousness stands

to the individual subject is treated of in the "Psychology." After an examination of the possible predicates—substance, phenomenon, &c.—applicable to the individual subject, Prof. Read concludes that it may be least misleading to call the individual consciousness "an activity of this transcendental being." He is rightly afraid of the term "soul," with its latent rhetoric of technical terms.

In support of the hypothesis of a world consciousness he calls to his aid Kant's notion of transcendental apperception. He thinks he gives to this notion the only sensible meaning it can have of the common consciousness of Nature; and this because the notion that transcendental apperception can be a function of the individual is so intolerably foolish that any other is comparatively sane. This "sensible meaning" of the Kantian expression is in accord with the late Prof. Adamson's interpretation of Kant's "pure Ego,"* and seems to us to help considerably in doing justice to the Kantian philosophy. In further support of his theory of a world and an individual consciousness working in concert Prof. Read claims that no other hypothesis can give an adequate explanation of individual perception and volition. The "story," as Prof. Read calls it, "contains so many queer phrases that it asks some courage to write." The interested reader will find it on pages 240, 241, and in chapter xii. This chapter is an interesting and suggestive one to the educator. Prof. Read has a tilt at the elaborate accounts in works on psychology of how we learn to perceive and to will, and expresses the conviction that organic development, which is a growth of the body as a sign of the soul, is of far more consequence than learning to perceive and to will. Again: "But to maturity and even to the close of life (as we see in the oncoming of insanity) it seems that the general type of intellect and character, as distinguished from the details of knowledge, accomplishment, and behaviour, is a realization of hereditary conditions."

Fourth: Whilst the individual consciousness is an activity of transcendental being, the latter is not prior in time to the former. "Reality is essentially a process in time as witnessed by the nature of consciousness." Thus is individual freedom secured. Prof. Read expresses the notion of freedom in various ways. For example, the individual consciousness is said to witness the world process or system, to construct the phenomena, and to be one of the agents that determine the course of the world. So long as the world is looked upon as a process independent of the individual, the individual cannot regard himself as a free agent. But, as one of the agents co-operating in the world process, he is undetermined by any final, foreordained end. This freedom from being compelled to make—for a predetermined end is all the personal freedom that the individual can conceive of, and all, in fact, that he needs. Thus, by making the individual consciousness constitutive of the course of the world, Prof. Read would overcome the antagonism between the notions of a providentially predetermined world and personal freedom. The doctrine of design, therefore, goes by the board. Final ends are not so much ends as guides and transition points in an infinite process which, *ipso facto*, is inconsistent with the notion of final end. Physical and final causation are, therefore, as Kant suggested, to be regarded as one and the same principle operative in a world process of which individuals are determinants.

True to his purpose, Prof. Read does not deal, except very indirectly, with religious conceptions, nor with the question as to how these are affected by such a metaphysic as he unfolds. Our own opinion is that the work will rank high among the labours of those thinkers who are striving to reach more definite, more intelligible, and at the same time more sublime conceptions of God and religion. Prof. Read is to be congratulated on his "conciliatory and constructive" effort.

Minor Poets of the Caroline Period. Vol. I. Edited by GEORGE SAINTSBURY, M.A. (10s. 6d. net. Clarendon Press.)

Setting aside the collector's interest in adding yet another relic to his museum of antiquities, we may say that two kinds of interest attend the rescue of forgotten literary undertakings from the dust-heap of oblivion: one is the response of the human spirit to any true and master touch on the mysterious chords of artistic experience—this is an absolute and universal

interest; the other is that of the literary student, who in enriching his store of human documents is filling in the background of his picture of the past, from which, to the unlettered, the dominating figures of the master poets stand out in a prominence unhistoric while unrelieved. These figures of the background were living figures in their day: to their contemporaries they loomed more significant—perhaps because more partial in their appeal—than the great masters. As Prof. Saintsbury says in the volume before us: "From the confinement of the attention to a few examples, however brilliant and famous, come hasty generalizations, insufficient exposition, not seldom downright error." This is true, and, we may add that the garments which the great poet adopts and discards in his progress through contemporary influence and fashion to his abiding place of power come down to us well worn and individualized in the pages of one and another minor poet. Moreover, in an age of satire, whose individual idiosyncrasies do not die a natural death, we must know the original, as Prof. Saintsbury points out, if we would "apportion the office of the true critic and that of the mere satirist." And, on the other hand, the gibbeting of a religious, social, or literary opponent was balanced by the princely hyperbole accorded to a literary friend, especially if of the softer sex. Who does not want to make acquaintance with the "matchless Orinda," who equalled Sappho in verse and surpassed her in virtue; whose poems, to quote a commendatory epistle prefixed to her works in the present volume, "would be no disgrace to the name of any man that amongst us is most esteemed for his excellency in this kind, and there are none that may not pass with favour when it is remembered that they fell hastily from the pen but of a woman"? Orinda—more prosaically Mrs. Katharine Philips—if not matchless, was an interesting character: she had a distinct and invigorating personality, though it is sometimes obscured in her verse, and in her small way she was a worthy scholar of Donne's metaphysics of friendship: at her best she was no mere copyist; she had an active and discriminating mind, and the treasure she amassed from Donne, her master, was not merely displayed as a curious ware among other foreign merchandise.

In Orinda, alone of the poets in this volume, we hear that clear, inevitable lyric ring of which Suckling was so great a master—perfect in its way, if its way was a humbler one than the subtle and varied cadence of the great Elizabethans. Perhaps the strangest and most original figure represented in this collection is that of Edward Benlowes—ridiculed by Butler in the "Character of a Small Poet." His mysterious poem, "Theophila," interspersed with outbursts of Latin where his paroxysms of sensuous religious ecstasy can find no vent in his native tongue, will provide edification of various kinds, though hardly of the sort anticipated by the author. He certainly did not fail from timidity of aim or narrowness of intention. After reviewing the wretched state, "beyond all synonyms of misery," of the worldly-minded "in their drink humorous, their humours quarrellous, their duels damnable," he continues: "to divert thee, therefore, from such shelves of indiscreet vice, and to direct thee to the safe and noble channel of virtue, and to know the end which distinguisheth thee from a beast, and to choose the good end which differenceth thee from an evil man, be so much thine own friend as to peruse seriously the spiritual poem, which treateth of Subcælestials, Cælestials, and Supercælestials, whereby a delightful curiousness may steal thee into the pleasure of Goodness." The author proceeds to assign to each of these principles its place in the universe, computing with startling arithmetical detail the distance between their domains. But Benlowes, in happier vein, recognized that

The opal-coloured dawns raise fancy high;
Hymns ravish those who pulpits fly;
Convert dull lead to active gold by love-chemistry.

And his praise of poetry has an exaltation of tone not unworthy of Nash or Sidney. Benlowes, though always an "original," was representative of his age. Milton's early poems have left their stamp on his verse in scattered phrases, and there are many traces of Herbert's quaintly daring identification of the homely and sublime, as in his description of Adam's first dwelling—Eden: "Clouds washed, winds swept his floor." It is possible to instance in Benlowes all the vices, and not a few of the virtues, of the "metaphysical" school in recklessly close juxtaposition; for poetry and bathos were co-inmates of his mind.

* "The Development of Modern Philosophy," Vol. II., pages 56, 57.

Chamberlayne's vast heroic "Pharonnida" may be safely commended to those who have a taste for a true Arcadian periphrasis of imagery, enwrapping the commonest relations of emotional and physical experience, and who are content to pant through the breathless unrest of its bastard couplets in the hope—sometimes rewarded—of resting places of clear refreshing melody and often of images of sustained and impressive beauty.

Perhaps the most suggestive part of Prof. Saintsbury's editorial work is to be found in his consideration of this poem in its influence on the poets of the early nineteenth century, and in his treatment of the questions raised by its metre and diction. Indeed, those who are content to base their appreciation on the scholastic-historic estimate—the term is the editor's—will find ready justification for this volume. But Prof. Saintsbury appeals to a higher court. He finds charm in "almost every page of Chamberlayne, and more frequently elsewhere," and would account for it by "the constant presence of the worship of Imagination and of the reward which Imagination bestows on even her most mistaken worshippers."

Letters from Samoa (1891-1895) by Mrs. M. I. Stevenson.
Edited and arranged by MARIE CLOTHILDE BALFOUR.
Illustrated. (Methuen.)

Even to the most ardent of Stevenson lovers it must bring a sense of relief to read in the preface to this volume the following words:—"It may be frankly confessed that these letters are published far less with a desire to furnish a few more details of a life about which so much has already been written than to preserve some memorial of one as well beloved if less widely known."

And, indeed, the letters have a very personal and individual charm, and by no means depend for their central interest on any fresh details about R. L. S. Mrs. Stevenson was a keen observer and had the power of reproducing scenes and their settings in a vivid and picturesque way. Her delightful sense of humour makes many an adventure entertaining and blunts the edge of many a mishap. She had the spirit and power of enjoyment of the born traveller, and we cannot fail to share her amusement and enjoyment whether we walk in the park at Sydney with her and listen to all the preachings going on there, "nicely varied to suit all tastes," or sit on the floor feasting with the royal Malietoa and hear her being complimented by him on looking "very strong" to be the mother of "such an old son"! She goes on: "Indeed, he went the length of saying I looked the younger of the two, which Lou was half-inclined to resent till I suggested that it was 'considering my age,' which took the sting out of it."

The letters give a wonderful insight into Samoan native life, with its curious customs and ceremonies, and this, combined with a strong feeling for natural scenery, gives us a very vivid picture of the home at Vailima and its inmates. Incidentally, also, we get many a charming picture of the beloved Tusitala, as: "When the work was over Louis sat down to rest and sighed for a cigarette, without feeling sufficiently energetic either to go or send for tobacco. At that very moment Sosimo appeared with all that Louis had just been longing for. 'Quel è le potu!' said Lou, gratefully—'How great is the wisdom!' And he was deeply touched with the quick reply: 'How great is the love!'"

The book deserves many readers, and these, in closing the volume, will surely agree that, "without injustice to her brilliant son," Mrs. Stevenson can have "held no secondary place" among "those who knew and loved them both."

"English Men of Letters." *Walter Pater.* By A. C. BENSON.
(Macmillan.)

Even if Mr. A. C. Benson had not taken us into his confidence, in "The Upton Letters," as to the amazing speed and extent of his literary output, we should by now have been tempted to wish that he did not exercise his gifts with quite such facility. The reality of those gifts it is idle to deny; yet the effect of their present use on the impartial observer is irritating. Without doubt the most obvious truths are the ones that require the most frequent repetition; yet surely the familiarity of an idea necessitates a certain delicacy and lightness of touch in its exposition? And in portions of "The

Upton Letters" themselves, and more notably in the recent series of essays "From a College Window," Mr. Benson has carried to excess his ideal of balance and lucidity of expression. There are points in the essays where even the reader's consciousness that a statement is true is apt to be obscured by the fact that the writer presents it with a weight and exhaustiveness of style that seem also to suggest that it is new.

In his study of Pater Mr. Benson's knowledge, his impartiality and general rightness are most fully apparent: he shows no tendency to leap over points or to avoid analysis of complexity. If to some of us it may seem that the scenes and characters he is presenting demand for their portrayal a certain broadness, even vagueness, of outline, we must be disappointed; for Mr. Benson's method includes no "lights left out." But, if, on the other hand, we are in search not so much of a whole as a detailed, deliberate exposition of the parts of which the whole is composed, if we go further, we shall certainly fare very much worse. The faults alluded to make themselves chiefly felt in regard to matters of personality and character—as, for instance, the lengthy analysis on page 3 of distinctions between cheerful and meditative boys; in criticism of Pater's writings they are much less apparent. All that is said on the subject of "Marius" is true, and most of it excellent.

Maîtres et Parents. Etude et Enquête sur la co-opération de l'Ecole et du Lycée avec la Famille. Par PAUL CROUZET, Professeur au Lycée de Toulouse. (3 frs. 50. Paris: Librairie Armand Colin.)

"This book," says the author in his introduction, "is addressed to both masters and parents, to both primary and secondary school teachers, and to families in all classes of society." In concluding, he says: "This long essay will have attained its end if it has only succeeded in arousing some sympathetic interest in the subject." This, in the profession, we think it will do. Teachers will recognize the enthusiasm and good sense of the writer, and will be interested in the numerous quotations from the reports of all kinds of educational conferences so freely given. English readers may be interested to see how the same circumstances which militate here at home against the frank and hearty co-operation of parents and teachers for the good of the taught are felt, perhaps in even a greater degree, in France, and may learn something from the various plans and methods suggested for combating these difficulties. In so far, however, as the book makes an appeal to parents of children in the primary schools, we fear that it is not likely to be very successful even in France. The matter is put in far too dry and technical a form, the language is not sufficiently simple and direct. Indeed, for all readers, the style is too much that of a Blue Book or Government report, and, could it be lightened by an occasional flash of humour, would have been more attractive. There is a hint of pathos in the little "carnet de correspondance" which passed between a poor Breton peasant woman and the teacher of her boy; and we were moved to smile at the mention of the lady who made a practice of calling on the wife of her son's teacher while the boy was in his form, but whose visits always abruptly ceased when the pupil got his remove, and were presumably transferred to the wife of the next *professeur*, and so on, all the way up the school. But such all too human touches are all too rare! As in England, so in France, a variety of causes combine to make the desired co-operation difficult. Apathy born of ignorance and poverty on the part of the parents, the pride and indifference of the fashionable, evil home influences of every kind, the utilitarian spirit of the age, the low salary and uncertain social position of the teachers, the immense size of the classes—all these antagonistic forces must be attacked in many different ways, and we are rejoiced to find at the end of this long discussion that M. Crouzet concludes as follows:—"Il ne s'agissait pas en effet de trouver le meilleur procédé possible de co-opération entre l'école ou le lycée d'une part, la famille ouvrière ou bourgeoise d'autre part. Le meilleur procédé est celui qui convient le mieux à chaque milieu, à chaque établissement, à chaque maître, à chaque parent. . . . La co-opération des maîtres et des parents est chose trop délicate pour n'être pas absolument libre. . . . Il s'agit moins d'un règlement à rédiger que de mœurs à refaire." This, at any rate, is good and wholesome doctrine.

A French Historical Reader. By H. N. ADAIR, M.A.
With Illustrations. (G. Bell & Sons.)

Teachers who rely on teaching French to young children mostly on the reading method—a most excellent one, be it said—should be pleased with Mr. Adair's "French Historical Reader." The pieces are interesting and of about the right length for a lesson, and sufficiently complete in themselves to tell their story. The type is good, and the French, though simple, is idiomatic and varied. There are a vocabulary and a sufficiency of notes, but no dates are given. We look on the omission of dates as a defect, though the author says, in his preface: "I have avoided quoting dates, even in the notes, thinking that

the approximate period of each event would be sufficiently indicated by the illustrations." We should not ourselves rely with such confidence on the young readers' knowledge of the history of their own country, and we gather that they are not supposed to have any previous knowledge of French history at all. The approximate date must be arrived at by some one before, or in the course of, the lesson; why, then, not quote them, "even in the notes"? The illustrations are apparently French, and quite good and lively.

Stories from Greek Tragedy. Retold by H. L. HAVELL, B.A. (1s. 6d. Harrap & Co.)

"In this book," says the author, "I have tried to present, in the form of prose narrative, the leading incidents of ten Greek plays." Boys and girls who are learning Greek, and even older people who have no knowledge of the language but are desirous of reading good translations of the plays, might find these sketches of the plots helpful to them. If, on reading more than one or two of them at a sitting, the use of the present tense throughout is apt to become a little wearisome, still it is difficult to see how the action could be so well described otherwise. Apart from this the stories are told in a picturesque and interesting manner. There are sixteen illustrations from pictures by such well known artists as Sir W. B. Richmond, Lord Leighton, the Hon. J. Collier, and others; the "Clytemnestra," by Collier, is perhaps one of the most impressive. At the very small cost of 1s. 6d. any school library might be enriched by a present of this little volume. Teachers would find it useful to read aloud to their forms, or it might perhaps be set as an "extra" with advantage.

Britain Long Ago. Stories from Old English and Celtic Sources retold by E. M. WILMOT-BUXTON. (1s. 6d. Harrap & Co.)

Children will enjoy these stories, and some interest in English literature should be awakened by them. The old English poems, translated by the Rev. Stopford A. Brooke, strike us as too difficult for quite young readers. There are numerous illustrations and a pronouncing index. The preface is good; but we doubt if the author is wise in beginning: "It is a well known fact that the only use of a preface, or 'foreword,' as our ancestors would have called it, is to be skipped." He is more than likely to be taken at his word.

Old Maids' Children. By EDITH ESCOMBE. (3s. 6d. Swan Sonnenschein.)

This is a pretty little book, bound in pink linen, which might make an acceptable present to any young mother of the class which can afford "spacious nurseries" and a large garden with "shrubberies and well shaven lawns." It is written by a true lover of children, and the advice given in it is pleasant and sensible. The title is taken from the last chapter, which is headed by a quotation from Charles Lamb's "Dream Children." It is a delight to be reminded in any way of that inimitable prose-poem, where one is tempted to think the first and last word on the subject has been said. Such topics as "Religion," "Dead Children," "Natural Children," "Grown-up Children" are fearlessly, but reverently, touched upon; and, perhaps, this little book may be welcomed where a longer and deeper educational treatise would be shunned.

Scenes from the Great Novelists. Adapted and arranged for Amateur Performance by ELSIE FOGERTY. (6d. Swan Sonnenschein.)

This selection of four scenes from "The Abbot," "The Mill on the Floss," "Adam Bede," and Dickens's "Christmas Carol" is a good sixpennyworth and should be welcome to girls'-school teachers who are seeking to get up some little entertainment. They might be used also for home acting. The scenes are well chosen and the stage directions full and clear. There is a costume edition, with numerous plates, at 2s. 6d.; but the sixpenny edition can be used without it, as the costumes are quite well described in it. The type is large and good; but there are a few misprints. A pretty little girl should be an attractive little figure as Mary Queen of Scots. "Mrs. Pullet's New Bonnet," should be very funny if well managed; but the young actress who plays Mrs. Poyser in the scene from "Adam Bede" will have to be almost uncannily clever to make a real success of such a one-part piece, and such a part!

Geometrical Conics. By F. S. MACAULAY, M.A., D.Sc. Second Edition. (Cambridge University Press.)

The changes in this edition are chiefly relative to a fuller treatment on the lines of modern pure geometry, and the book should now form a satisfactory introduction to the fuller study of that subject so ably treated by Mr. J. W. Russell in his "Elementary Treatise on Pure Geometry" (Clarendon Press), a new and revised edition of which was recently published.

A School Geometry. Parts I. and II. With an Introductory Course of Experimental and Practical Work. By HALL and STEVENS. (2s. 6d. Macmillan.)

Most teachers now prefer to give a preliminary course in experimental and practical work before the definite geometrical course. Many, however, find it difficult to plan out such a course satisfactorily, and will therefore welcome this addition to the "School Geometry" of Messrs. Hall and Stevens. It seems to us a thoroughly satisfactory and well arranged course, and of suitable length.

Algebraic Geometry: a new Treatise on Analytical Conic Sections. By W. M. BAKER, M.A. (6s. Bell & Sons.)

This is an elementary course in analytical conics, the straight line and circle being treated specially at length. Use has been made of elementary ideas of the calculus—with distinct advantage, we think. Attention is given to the use of squared paper and elementary curve tracing. The expositions are clear, and the book is well arranged. The revision papers are helpful, and the book should prove a satisfactory up-to-date treatise for school use.

Citizenship and the Schools. By JEREMIAH W. JENKS. (6s. net. H. Holt & Co.)

This is a volume of collected addresses, essays, and articles by the Professor of Political Economy and Politics in Cornell University. The first paper, on "Training for Citizenship," strikes the keynote, and a quotation will indicate its scope: "Needed reform will always come in time. But much suffering, much time can be saved by an understanding of the needed changes obtained through a careful study of social institutions. For this special knowledge we must rely largely on our educational institutions. But, besides and above these special bits of political and social knowledge, there needs to be an ideal of the value and purpose of the State. That should be taught specifically to all our voters, in all our schools, . . . and the subjects should be taught as living realities, not as dead forms." Such doctrine is even more needed in England than in the States, and, though we are not interested in some topics here treated—such as School-Book Legislation—yet three-fourths of the volume has for us a direct application.

School Organization. By S. E. BRAY. (2s. W. B. Clive.)

The title does not indicate the restricted aim of the author. Mr. Bray is an Inspector of Schools under the London County Council, and, though much of his work is of wider application, yet he writes throughout from the point of view of the provided school. With this caution we can heartily recommend the treatise. Facts are clearly stated, and the advice given to the young teacher is sound and sensible. On the question of co-education Mr. Bray, after balancing the *pros* and *cons*, gives as his own opinion that, "consistent with Nature's methods, as it seems to be, it is bound sooner or later to take up a strong position and assert its dignity and influence everywhere."

Subject Classification. By JAMES DUFF BROWN. (15s. net. Library Supply Co.)

This work appeals to a limited class of readers, but for the public librarian it is indispensable; and any school with a library worthy the name would do well to procure or, at least, to consult it. Even in our modest task of putting "Books Received" each month under their proper heading we are often perplexed for want of an authoritative guide and have taken shelter in that refuge for ignorance or laziness, "Miscellaneous."

"Brown's School Series."—*Elementary French Accidence.* With Exercises. By G. H. CLARKE and W. G. GRIFFITH. (1s. 3d. net. A. Brown.)

This may be described as a grammar drill book. Three hundred short sentences to seventy-eight pages of grammar seems to us rather a meagre allowance; and the verbs, which take the lion's share of the grammar, are not printed in a form to catch the eye. Otherwise we can commend the work as simple and not too infantine. "Il est médecin" and "C'est un médecin" (page 78) cannot be used indifferently; and the meanings of *penser à* and *penser de* should be distinguished.

A First Book of French Oral Teaching. By C. V. CALVERT and W. G. HARTOG. The First Sixty Lessons phonetically transcribed by D. L. SAVORY. (1s. Rivingtons.)

Nothing need be said of this book but that the orthodox transliteration of the Association Phonétique Internationale has been adopted throughout, and that great pains have been taken to secure absolute correctness. Mr. Savory, who has had large experience, assures us that to begin with phonetic script is no hindrance to the subsequent acquisition of the conventional spelling.

"Blackie's Little French Classics."—*Bouilly's L'Abbé de l'Épée.* Edited by W. G. HARTOG. (8d.)

This pretty little play *pour les jeunes filles* makes a good Reader. The notes are simply construed, or, to do them justice, good renderings, of hard words and phrases. It is news to us that *Abbé* is a courtesy title of *all* Roman Catholic clergymen. "*Personne*" is always feminine" is dangerous doctrine. *Sensible*, on page 14, has its ordinary meaning. "*Comme qui dirait*" is surely still heard in polite society.

Combined German Reader, Writer, and Grammar. By H. G. SPEARING. (3s. Clarendon Press.)

The author craves indulgence in striking out a new line; but there is nothing new under the sun, and this primer is an adaptation of the Prendergast method. About a thousand common words have been selected, and the passages for translation have been arranged so as to contain none but these words and to repeat them again and again. The drawback to this method is that it is hard not to bore the pupil; but, given the conditions, the author has made the Reader fairly interesting. Grammar rules and forms follow as required. The print is

bold and clear, but we should have preferred more than one page in roman type. An excellent plan adopted in Mullins and Storr's "Hauff Stories" is to give in an index all the words used in the text, with a reference to the page where they first occur, so that the pupil who forgets is forced to revive his first impression.

Class-work in French Composition. By ERNEST WEEKLEY.
(2s. W. B. Clive.)

A century of English passages of about the same length and difficulty as those set for Joint Board Certificates. At the end are vocabularies giving the harder words. We should have preferred some hints as to the turning of sentences. The pieces are well chosen.

Ma première Visite à Paris. An Illustrated French Reading Book for Beginners. By A. E. C. (1s. 6d. Clarendon Press.)

The narrative is put into the mouth of a boy of eleven, and the main sights of Paris are well and simply described. The start is not very happy—the difference between a turbine and an ordinary steamer—and the dramatic element is weak throughout. The illustrations are poor. But the Reader is on the right lines, and a select vocabulary at the end gives all the words and phrases needed.

The Físcole Club Papers, being Lessons in Sketching for home-learners. By W. G. COLLINGWOOD. (3s. 6d. net. Ulverstone: W. Holmes.)

These papers, by the well known biographer of Ruskin, appeared in the *Parents' Review*, and many will be glad to have them in a separate form. Like his master, Mr. Collingwood gives first principles and insists that there is no royal road to drawing; that the eye must be trained to see no less than the hand to execute. A book of this sort without illustrations is not likely to be popular, but it is well worth the study of the young artist.

Tales from the Talmud. By E. R. MONTAGUE. (1s. 6d. Blackwood.)

Most of us have gained what slight knowledge of the "Talmud" we possess from the brilliant article by Dr. Deutsch in the *Quarterly Review* of the sixties. The present modest little volume brings us nearer to the fountain head, as it gives, though apparently at second hand, a vast number of legends, tales, and saws—some quaint and fantastic, but nearly all instinct with morality and some of high imaginative beauty. If only for the sidelights that it throws on the Old Testament, the book is a valuable aid to Scripture lessons. It would be the better for an index.

Paton's List of Schools and Tutors. Ninth Annual Edition. 1906-7.
(1s. 6d.)

This useful publication, too well known to need description, grows in bulk and now exceeds 1,100 pages. A map at the beginning shows what schools are available for each locality; and the photographs, which cannot lie like prospectuses, are well reproduced.

A Complete Pronouncing Gazetteer or Geographical Dictionary of the World. Edited by ANGELO HEILPRIN and LOUIS HEILPRIN.
(£2. 2s. net. Lippincott.)

The present publication is a new work framed on the "Gazetteer" with the same title which appeared in 1855, but virtually rewritten and brought up to date (1905). It includes the most recent explorations—for instance, that of the British expedition to Thibet—and mountain ascents such as those of the Workmans in the Himalayas. Of course, it is mainly designed for American readers. There are no less than thirty-five Mount Pleasants, not one of which we could have located, and innumerable post villages with less than a hundred inhabitants. English villages well known as health resorts or for historical reasons—Holne, Eversley, Goathlands, &c.—are not included. In spite of this partial treatment, it is a book for the English library, especially the school library.

How to become a Qualified Accountant. By R. A. WITTY.
(2s. net. Sir I. Pitman.)

The book gives plain directions as to the steps necessary for entering the profession and some sound hints as to the general qualifications that are likely to lead to success. There is an appendix of specimen examination papers.

The Girls' School Yearbook: Public Schools. (2s. 6d. net. Swan Sonnenschein.)

It is high time the *Public Schools Yearbook* (for boys), now in its eighteenth year of publication, should be followed by a companion volume, and the present issue promises likewise to become a perennial. The editors have, perhaps wisely, refrained from giving any definition of a public school—difficult in the case of boys, and almost impossible in the case of girls. The 119 schools here admitted are "schools for girls qualified to enter the Association of Head Mistresses," but what that qualification is should be definitely stated. The second part of the book gives information as to colleges for women and careers open to women. There is also an alphabetical list of all teachers mentioned under schools. We miss some schools which may well claim to be public, such as The Mount School, York, and we think the editors might well stretch a point and include some private schools, like Roedean, which are better known to the public than many old foundations. As is natural in a first edition, there are some irregularities in

the printing: the list of schools is begun on page xxxi and continued on page xxi. We fail, too, to discover what qualifies a school to be photographed.

Greek History for Young Readers. By ALICE ZIMMERN.
(2s. 6d. Longmans.)

We welcome this cheap reissue; the book was originally published at 4s. 6d. The maps and illustrations are all retained. Miss Zimmern has compressed the story of a thousand years into less than four hundred pages; but in her hands it is still a story, not a bare epitome.

(1) "New Era Geography Readers."—*Our Imperial Heritage.* Illustrated. (1s. 8d. Sir I. Pitman & Son.) (2) "Twentieth Century Geography Readers."—Book II.: *Life in our own and other Lands.* With Coloured Illustrations. (1s. W. & R. Chambers.)

(1) Well supplied with pictures, some of them coloured, and with maps, this volume forms an interesting account of the history, geography, productions, and commerce of British lands beyond the sea. It is well written and touches, in passing, on the recent royal tour in India.

(2) Fred pays a visit to his friends, Tom and Lucy, and their father, Captain Bell, and their talks form the substance of the book. It is written in a lively manner, and well illustrated. It is intended for much younger children, and tells its story much more simply.

A Junior Arithmetic. By CHARLES PENDLEBURY, M.A., assisted by F. E. ROBINSON, M.A. (1s. 6d. Bell & Sons.)

This is a simple and well arranged book, intended for the middle and lower forms of secondary schools. It differs from an earlier book of Mr. Pendlebury's in including the recommendations of the Committee of the Mathematical Association. It is furnished with a few pages of tables at the beginning and with miscellaneous problems at the end.

"The Children's Heroes."—No. 2: *The Story of Livingstone.* By VAUTIER GOLDING, with Coloured Pictures by L. D. LUARD. No. 6: *Sir Walter Raleigh.* By M. D. KELLY, B.A., with Coloured Pictures by T. H. ROBINSON. (1s. 6d. net each. T. C. & E. C. Jack.)

• These are well printed and tastefully got-up little books, containing the first 118 pages, and the second 120 pages, of a convenient size for the pocket. They tell their stories very simply and plainly, but are not by any means devoid of interest—especially Miss Kelly's volume about Sir Walter Raleigh—while their essentially heroic themes are exactly suited to the little ones. The illustrations are generally good and suitable. We wish the edition every success.

A CORRECTION.—Dr. R. J. Lloyd writes: "The statement made in your August number, at the foot of page 551, that the word 'morale' is neither English nor French, is entirely erroneous. Consult Littré, and you will see that he gives nearly the same amount of space to *morale*, fem. sub., as to *moral*, adjective."—As the context shows, we meant *morale* as applied to the temper of an army, school, &c.

SCHOOL HYGIENE IN SWITZERLAND.

AT the seventh annual meeting of the Swiss Society for the Study of School Hygiene, held lately in Neuchâtel, the principal subject of debate was overwork in schools. On this two discussions took place. One dealt with the question of overwork in primary schools; the other with the conditions in secondary schools. The first discussion was opened by Dr. Perrochet, who discussed the subject from the doctor's point of view, and Prof. Hillebrand, who spoke as a teacher. Each came to the conclusion that, if a child were overworked in the primary classes, the home conditions were to blame. The school authorities may be expected to notice signs of bad management at home, and should report anything serious to the proper quarter. But it is not often possible to interfere when a child is burdened with a moderate amount of housework.

Dr. Perrochet wished to see the harder mental work confined to the mornings, and the afternoons reserved for manual training or occupations. He advocated a break of fifteen minutes between lessons, two half-holidays per week for pupils and teachers alike, the abolition of homework, and the encouragement of physical training.

Prof. Hillebrand, following several French authorities, advocated the institution of a pupil's health card. He opposed the inclusion of reading and writing in the work of the first year, and wished to see the syllabus of work in succeeding years altered so that personal activity was encouraged, and receptivity received less reward.

From the ensuing discussion it appears that many parents give instruction to their children before they join the primary school. This instruction consists of elementary arithmetic, hymns, and poems.

These parents, the makers of infant prodigies, are not sufficiently discouraged by school authorities.

Inspector Labour demanded that thirty minutes daily should be given to physical training in the primary school; and Dr. Schmid, of the Federal Board of Health, proposed that seven should be the age of admission to the primary school. Dr. Schmid opposed the free afternoon for young children—a plan introduced in some German towns—on the ground that it would lead to moral neglect and add to the causes which produce the hooligan.

The discussion on overwork in secondary schools was opened by Dr. Bourguin, of La Chaux de Fonds, who demonstrated that pupils in these schools, whether *Gymnasien* or *Realschulen*, were decidedly overworked. The nearer the pupil approached to the leaving examination of his school the greater was the evil. As a remedy the speaker demanded more uniformity in the curricula of secondary schools, and especially in the *Gymnasien*. He proposed to give pupils under fourteen years of age 28 hours per week, to those between fourteen and sixteen 28 to 30 hours, with a maximum of 33 hours for any pupil at a secondary school.

The succeeding speakers agreed unanimously with Dr. Bourguin that the work of the secondary school was becoming too encyclopædic. A number referred approvingly to the action of the school authorities of Winterthur, where the lesson period now lasts only forty minutes. The change to this length was made as the result of experiments extending over two years. No decrease of attention or receptivity was found to follow the introduction of a shorter period, but there was found a distinct increase in the percentage of efficient work. The shorter lesson, however, demanded stricter punctuality and methodical concentration on the part of the master. If the teacher can attain these ends, the pupil can be relieved so as to get more time for his hobbies, his exercise, and the development of his personal aptitudes. Towards these objects the schools of Winterthur have been steadily progressing. Much of the subject matter has lately been overhauled, so that mere memorizing has been reduced and more appeal made to processes of reasoning.

The Congress decided to produce two reports next year, and appointed Committees to draw them up. One refers to the number of hours per week of instruction in all kinds of secondary schools. This will be presented by the Standing Committee. The other report will be on school hygiene as it affects the teacher. It will discuss the terms of appointment, the amount of work demanded, the state of health, the causes of death, the provision made for old age, illness, and widows for every Canton of the Federation. This report, to be presented at St. Gall in May, 1907, will be drawn up by a strong Committee of five, on which Dr. Huber, editor of the *Swiss Educational Year Book*, and Dr. Zollinger, Secretary to the Zurich Board of Education, have consented to serve.

BOOKS OF THE MONTH.

Art.

The Fésolle Club Papers: Lessons in Sketching for Home-Learners. By W. G. Collingwood, M.A. *W. Holmes* (Ulverstone), 3s. 6d. net.

Children's Books.

The Story of Abraham Lincoln. By Mary A. Hamilton. *T. C. & E. C. Jack*, 1s. 6d. net.

Nursery Tales told to the Children by Amy Steedman. With Pictures by Paul Woodroffe. *T. C. & E. C. Jack*, 1s. net.

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Classics.

The Iliad of Homer.—Books III. & IV. Translated in English Prose by E. H. Blakeney, M.A. *George Bell & Sons*, 1s.

The Greek War of Independence (1821-1827). A Greek Text for Beginners, with Notes, Exercises, Vocabularies, and Maps. By Charles D. Chambers. *Swan Sonnenschein & Co.*, 3s.

A Grammar of Classical Latin. By Arthur Sloman, M.A. *Cambridge Press*, 6s.

English.

Golden Numbers. A Book of Verse for Boys and Girls. Selected and arranged by Mrs. P. A. Barnett. *Longmans, Green, & Co.*, 1s. 4d.

An Introduction to Good Poetry. By E. F. Davidson, M.A. *Blackie & Son*, 1s. 6d.

Pitman's English Dictionary for Schools. 4d. net.

Plutarch's Life of Coriolanus, in North's Translation. Edited, with Introduction and Notes, by R. H. Carr, B.A. *Clarendon Press*, 1s. 6d.

English Literature.

A First Book of English Literature. By C. Linklater Thomson. Part III.—From Lindsay to Bacon. *Horace Marshall & Son*, 2s. 6d.

An Outline History of the English Language. By Oliver Farrar Emerson, Ph.D. *Macmillan & Co.*, 3s. 6d. net.

The Oxford Treasury of English Literature. Vol. I.—Old English to Jacobean. By G. E. Hadow and W. H. Hadow. *Clarendon Press*, 3s. 6d.

Fiction.

The Guarded Flame. By W. B. Maxwell. *Methuen & Co.*, 6s.

Enderby. By Bertha Shelley. *Methuen & Co.*, 6s.

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Geography.

A Historical Geography of the British Colonies. By C. P. Lucas, C.B. Vol. I.—The Mediterranean and Eastern Colonies. Second Edition, revised by R. E. Stubbs, B.A. *Clarendon Press*, 5s.

Stanford's Compendium of Geography and Travel. Vol. I.: Northern and Eastern Asia. By A. H. Keane, LL.D., F.R.G.S. Maps and Illustrations. Second Edition, Revised and Corrected. *Edward Stanford*, 15s.

A Complete Pronouncing Gazetteer or Geographical Dictionary of the World. Edited by Angelo Heilprin and Louis Heilprin. *J. B. Lippincott Company*, £2. 2s. net.

History.

An Advanced History of Great Britain, from the Earliest Times to the Death of Queen Victoria. By Prof. T. F. Tout, M.A. *Longmans, Green, & Co.*, 5s.

Germany. By S. Baring-Gould, M.A. Seventh Edition, Revised and Enlarged. ["The Story of the Nations" Series.] *T. Fisher Unwin*, 5s. net.

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Citizenship and the Schools. By Dr. J. W. Jenks. *George Bell & Sons*, 6s. net.

The German Universities and University Study. By Friedrich Paulsen. Authorized translation by Frank Thilly and William W. Elwang. With a Preface specially written for the English Edition by M. E. Sadler. *Longmans, Green, & Co.*, 15s. net.

Readers.

Our Own and Other Lands.—England and Wales. [McDougall's Geographical Readers.] 1s. 3d.

Chambers's Geographical Readers of the Continents.—Asia and Australasia. 1s. 9d.

The Last of the Mohicans. By J. Fenimore Cooper. [Blackie's School and Home Library.] 1s.

Greek History for Young Readers. By Alice Zimmern. New and cheaper issue. *Longmans, Green, & Co.*, 4s. 6d.

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Science.

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UNIVERSITIES AND SCHOOLS.

LONDON.

All things come to those who wait, and would-be readers will rejoice to learn that our University Library *in esse* is to be no longer a hope deferred; for it is to be formally opened by the Chancellor on October 26. Those who are interested in the *entente* will be able to procure a memorial volume giving full particulars of the hospitality extended by our University at Whitsuntide to the representatives of French Universities.

A *propos* of another *entente*, an interesting series of lectures on Japanese Education, by Baron Kikuchi, is announced for the Lent and Summer terms of 1907. The Baron is a Cambridge graduate in Honours, and a very distinguished statesman at home.

Convocation, through its Standing Committee, has, for the past few years, given a good deal of attention to the question of academic costume: it has recently recommended the appointment of official robe-makers to the University, thus ensuring, to a large extent, that unauthorized persons will be unable to procure the gowns and hoods of our University. Convocation recommended the appointment of the two firms who have for so long enjoyed the countenance of the Senate: Messrs. Ede, of Chancery Lane, and Mr. Northam, of Henrietta Street, Strand, and the Senate has formally ratified this choice. Convocation has also given considerable attention to the proposed statutes and regulations for the management of University College, now a part of the University.

After September Dr. Payne will no longer be a member of the Senate, having resigned. Dr. Benson has been appointed Vice-Chairman of the External Council for 1906-7, and Dr. Mears of the Finance and General Purposes Committee.

A B.A. Honours degree in Architecture has been instituted for internal students, and regulations for the modified Arts degree for internal students can now be had.

The severity of our Matriculation Examination can be measured by the fact that about 40 per cent. only of candidates passed at the June examination, and about 14 per cent. only of the successful ones were placed in the First Division. Looking at the subjects proposed for essays, and the width and depth of reading required in the historical notes demanded, it seems a wonder, taking into account the standard of the rest of the paper, that any one passes in English. It seems impossible to prepare for the geographical essays, so capricious has been the choice of subjects of late. Examinees at the September Matriculation will be confronted by some new examiners, so that sound, fresh matter may be expected in the papers. Mr. Lys in Latin, Mr. J.

Oliphant in English, and Mr. Dale in Mathematics are among the newcomers. Among Arts degree examiners Prof. Gollancz replaces Dr. Lawrence in English, and that veteran London examiner, Dr. J. S. Reid, replaces Dr. Shuckburgh in Latin.

A most interesting and important announcement, specially interesting in the light of a recent resolution in Convocation advocating such a course, has been made to the effect that a special sum of £600 will be devoted during the session of 1906-7 to the provision of courses of advanced or special lectures in Classics, History, Physiology, Botany, Zoology, and Meteorology. Arts graduates will be glad to note that one-half of this sum is to be devoted to classics and history.

Scholarships have been awarded on the results of the Scholarships Examination held at the University in July to students who have passed an Intermediate Examination as follows:—University Scholarships of £50 a year, tenable for one year: J. G. Simpson, King's College (Granville Scholarship), for Classics; G. W. S. Friedrichsen, University College, Nottingham, and Miss E. C. Grimwade, Royal Holloway College, for German; F. O. Mann, University College, and Miss D. L. Owen, Royal Holloway College, for English; A. J. Clark, University College (Derby Scholarship), for History; G. H. Langley, University College, Reading, for Elementary Psychology and Logic; A. G. Warren, East London College (Sherbrooke Scholarship), and Miss M. Pick, Royal Holloway College, for Mathematics; B. M. Neville, private study (Neil Arnott Scholarship), for Physics; H. E. Watson, University College (Neil Arnott Scholarship), for Chemistry; Miss E. M. E. Parsons, University College, for Botany; H. Tinker, South-Western Polytechnic, for Geology; H. C. R. Darling, University College, for Physiology; J. J. Cater, London School of Economics (Gerstenberg Scholarship), and Miss F. I. Taylor, London School of Economics, for Economics and Political Science. Gilchrist Scholarships of £40 a year tenable for two years, open to women only: Miss E. M. Stuart, North London Collegiate School for Girls, for Classics (qualified also for a University Scholarship in Classics); Miss G. M. Broughton, University College, for Elementary Psychology and Logic (qualified also for a University Scholarship in this subject).

University Entrance Exhibitions of £40 a year, tenable for two years, have been awarded on the results of the Exhibitions Examination held at the University in June to Mr. T. J. Cash, St. Ignatius College, Stamford Hill, N.; Mr. F. W. Sparge, William Ellis School, Gospel Oak, N.W.; Mr. H. C. H. Barton, Technical Schools, Southend; and an additional exhibition to Mr. A. D. Mitchell, East London College. St. Dunstan's Exhibitions of £50 a year, tenable for three years, have been awarded by the St. Dunstan's Educational Foundation on the results of the Exhibitions Examination to Miss G. M. Inkster, Clapham High School (for Arts subjects), and to Miss W. I. C. Friend, North London Collegiate School for Girls (for Science subjects). A Mitchell Scholarship of £25 a year, tenable in the first instance, for one year, has been awarded to Mr. R. E. Oldfield, City of London College.

NEWNHAM COLLEGE, CAMBRIDGE.

Scholarships on the results of the Cambridge Higher Local Examination have been awarded as follows:—The Clothworkers' Scholarship of £50 a year for three years, to Miss O. M. Ingle (Perse Girls' School, Cambridge), for mathematics; the Goldsmiths' Scholarship of £50 a year for three years, to Miss G. Mowll (Clapham High School), for natural science; the Winkworth Scholarship of £50 a year for three years, to Miss D. Braginton (Bromley High School), for mathematics; a college scholarship of £50 a year for three years, to Miss M. E. Walker (City of London School for Girls); scholarships of £35 a year for three years, to Miss O. F. Martin (City of London School for Girls), Miss D. B. Murray (Bedford High School), and Miss C. M. Ryley. The Gilchrist Scholarship of £50 a year for three years, tenable at either Girton or Newnham College, was awarded to Miss E. M. Brown (City of London School for Girls), for natural science. Miss Brown has elected to hold it at Newnham College.

MANCHESTER.

In the absence of Lord Stanley of Alderley, who was prevented by his Parliamentary duties from attending the speech day ceremony of the Manchester Grammar School, the prizes were distributed by the Rev. Canon Kelly, himself an old boy of the school. In his report the High Master (Mr. Paton) referred to the fact that, including the two Preparatory Schools, the number of boys had now reached 1,057.

The new Preparatory School in North Manchester had had a most successful year, under Mr. A. W. Dennis, M.A., the Head Master. The steady rise in numbers was specially gratifying, as, considering the increased facilities for secondary education provided recently in both Manchester and Salford, it showed the existence of a growing and widespread demand for secondary education in Lancashire. Reference was made to the loss sustained by the resignation of Mr. H. S. Roby, late Chairman of the Governors, and by the death of the late Dean

(Continued on page 608.)

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Maclure, who had succeeded him in that position. In welcoming the new Chairman (Mr. E. J. Broadfield), Mr. Paton said that it was no exaggeration to say that Mr. Broadfield had given his whole life to education. Incidentally, reference was made to the memorials shortly to be erected in the school both to Dean Maclure and to Mr. George Broadfield, whose services to the school musical societies for so many years have already been referred to here. The Honours list was exceptionally gratifying. There were no less than three First Classes in Classical Greats—a record which no other public school could show. Since Midsummer, 1905, the school had won fourteen open scholarships and exhibitions at Oxford and Cambridge, besides a number of distinctions at Manchester University. There were also at Cambridge one Fellowship and the Chancellor's Medal for English Verse. In the Joint Board Examination the school came next only to Eton and Rugby. Sixty-eight boys had passed the Matriculation examination at the Universities of London and Victoria, and there were a great many successes in connexion with County Council scholarships and Education Committee bursaries and exhibitions.

One of the most interesting announcements Mr. Paton had to make was that an employment bureau had been opened at the school, and that he was in a position to say that parents who allowed their boys to remain at the school a sufficient length of time might rely upon a position being found for them on leaving. In bidding farewell to Dr. Neuendorff, of Berlin, who has held a temporary appointment on the staff, Mr. Paton referred to the way in which this interchange of teachers between English and German schools was conducive to the strengthening of the *entente cordiale* between the two nations.

At the prize distribution at the Hulme Grammar School, which took place on the following day, the Head Master (Dr. Joseph Hall) announced that, beginning with next term, no boy would in future be admitted to the school unless he were prepared to devote some time to the playing fields. The announcement has led to a lengthy correspondence in the public press, and in a leading article the *Manchester Guardian* points out the distinction between boarding and day schools in this matter. The examination successes at the Hulme Grammar School have equalled the achievements of any former year.

There was a large gathering at the annual speech day of St. Bede's College. Sir William Stephens, ex-Mayor of Salford, was present, and the prizes were distributed by the Bishop of Salford, Dr. Casartelli, formerly Principal of the College. The Bishop referred to the contemplated enlargement of the building by the addition of a north wing.

Special interest was felt in the prize day of the Manchester High School for Girls, as the newly elected Dean of Manchester (Bishop Welldon) was to make his first public appearance. It was interesting to watch how keenly the Dean enjoyed the singing by the girls of a favourite Harrow song, Mr. E. E. Bowen's "Songs." In the course of his address, which was followed with close attention by the large audience that filled the Free Trade Hall, Dean Welldon said: "There lies before the womanhood of the future an opportunity all the more precious and all the more beautiful if the girls of to-day will realize and remember that they will achieve the highest success, not in trying to be like men, but in trying to be what is far better, namely, good women. When I see women of to-day smoking, or parading the streets in knickerbockers, or coming into church without hats or bonnets, I don't so much feel that these things are wrong as I feel they show an extraordinary poverty of mind. Women are not meant to be like men; they are meant to be better than men; and, believe me, they will win the respect and the honour which are justly theirs if they pursue their own independent lines rather than if they follow the lines already marked out for the other sex." The report of the Manchester High School, read by the Head Mistress, Miss Burstall, M.A., showed that the school had now grown to the number of 480. The record of successes in open scholarships was this year unusually large. They included the Mary Conybeare for Classics at Somerville College, three open scholarships at the University of Manchester, a number of exhibitions, and three senior secondary-school scholarships offered by the Manchester Education Committee. Of the old girls, the names of three appeared in the Final Schools at Oxford and Cambridge, while nine had taken degrees at Manchester University, where also they had won one research fellowship, one travelling fellowship, and the Walters Scholarship for Modern Languages. The Jones Scholarship for History had been won for the eighth time during the last nine years. The report of Miss Tollemache on the gymnastics of the school stated that the work of the girls "would compare favourably with metropolitan schools." In a competition with the girls of the Liverpool Gymnasium, the Manchester High School led in all events except jumping. The result was described by Miss Tollemache, who was one of the judges, as "really splendid."

In the course of his introductory remarks, the Chairman, Prof. Tout, referred to the fact that the foundation had been cut down from three schools to two, and said that "these two schools were as flourishing in

numbers, tone, and reputation as they had been at any period." The Pendleton School had increased by leaps and bounds, and the Governors had decided to hand over the management of the school to the Pendleton Committee, the chairmanship of which had been taken by Sir William Stephens. The report of this school, read by the Head Mistress, Miss Rosa Patterson, M.A., showed that the year had been one of rapid growth and development.

At the Manchester University Mr. A. C. B. Brown, B.A. of New College, Oxford (late student at the British School at Athens), has been appointed Assistant Lecturer in Classics. Much regret is felt at the loss of Mr. W. B. Ramsden, B.Sc., Lecturer in Sanitary Chemistry, who died suddenly just as he was about to lecture to one of his classes. At the degree ceremony the honorary degree of D.Sc. was conferred on Dr. Emil Fischer, Professor of Chemistry in the University of Berlin. The annual statement of the Vice-Chancellor shows that—exclusive of about 300 attending evening classes and about 450 attending courses in Law, Economics, and Railway Economics—the total number of students in the various Faculties was 1,371. A new Chair had been instituted in the subject of Metallurgy, and Dr. H. C. H. Carpenter had been appointed to the Professorship. Courses had also been definitely arranged for a degree and certificate in Mining. Owners of collieries and mines had assisted by subscription and by affording facilities for practical work, and the Faculty had been recognized by the Home Office. Eight students had already graduated in the new Faculty of Technology. Important changes had been introduced in the curriculum for degrees in Medicine. The result would be that more time might be devoted to Medicine, Surgery, and Midwifery. A valuable catalogue of the specimens in the Pathological Museum had been compiled by Prof. Lorrain Smith. Owing to the generosity of the family of the late Mr. Edward Behrens, who had contributed £5,000, the Oaks estate (formerly his residence) had been purchased by the University. During the past year over five thousand volumes have been added to the library, which now contains about a hundred thousand books, exclusive of ten thousand duplicates. The number of students now in residence at the various halls is 113. The accommodation at the Women's Hall (Ashburne House) has had to be increased. The erection of the new Hulme Hall, to which Sir William Houldsworth had subscribed so generously, is proceeding rapidly. The number of entries this summer for the July examination for Matriculation was over 1,300, as against 856 last year. The University of Sheffield is now represented on the Joint Matriculation Board, and the Universities, as well as the Education Committees of Lancashire, Cheshire, Manchester, Liverpool, and the West Riding of Yorkshire, have decided to award their scholarships on the results of the Matriculation Examination, which now includes advanced papers in all important subjects. Reciprocal arrangements with regard to this examination have also been made with the Universities of Oxford and Cambridge.

The general balance sheet of the University, published in August, 1906, shows that, including the John Owens Trust Fund of about £90,000, the assets of the University were a little over £1,075,000. Against this is set a total of a little over £400,000 for college buildings, equipment, and property. The special funds received since July, 1905, to be held in trust for professorships, &c., include £7,150 given by Mrs. Sarah Fielden for the Department of Education.

A report, signed by the Lord Mayor of Manchester and by the Chairman and Vice-Chairman of the Manchester Education Committee, with reference to the proposed reduction in the numbers of that Committee, has been presented to the City Council. The report states that, considering all the circumstances, it is deemed desirable that the Education Committee should be reduced from its present number of fifty-one to fifty-three, of whom twelve are to be appointed by the Council from outside, and to be persons of experience in the management or administration of elementary education, of technical and commercial education, and of University education. Two members at least are to be women. The precedent of Leeds was cited, where the Committee was reduced from thirty-six to twenty-four.

Owing to the announcement (in February) that the Education Committee of the Stretford Urban District Council proposed to provide a new school for a thousand children at a cost of about £20,000, a formal appeal, signed by nearly five hundred ratepayers, was forwarded to the Board of Education. The result of an inquiry is that the Board has ruled that only an infants' school may be erected, with accommodation not to exceed three hundred and fifty. Irrespective of this proposed school, the Stretford Council are already engaged in building a school to accommodate eight hundred children at a cost of over £17,000.

The county Coroner having spoken strongly on the need for instruction in the matter of care of children, attention has been publicly called to the fact that provision is already made by the Manchester Education Committee for instruction on the feeding and tending of infants and young children.

The Bury Town Council, after a long discussion, have confirmed the

(Continued on page 610.)

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recommendation of the Education Committee that a municipal secondary school should be provided for Bury to accommodate boys and girls, with pupil-teachers' centre attached. An alternative proposal was for a secondary school, with pupil-teachers' centre attached, for girls, and a middle-class school, with scholarships at Bury Grammar School, for boys. This scheme was negated by only two votes.

The Lancashire County Higher Education Committee have issued circulars to Education Committees of non-county boroughs and urban districts, requesting them to report as to the probability of employers being willing to give special facilities to employees under sixteen years of age to attend evening classes. It is suggested that the younger employees might be exempted from attendance at work, without loss of wages, up to eight or nine o'clock of the morning following their attendance at evening classes. The proposal has been commended in the public press, where attention has been called to the fact that for some time now in Manchester (as reported in this column) the apprentices at engineering firms have been allowed to devote one day a week entirely to work at the Municipal School of Technology.

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WALES.

The three Welsh colleges have recently been subjected to some rather outspoken and virulent criticism both in the press and on the platform. They are charged with fostering an anti-national feeling, and with endeavouring to stifle the growth of national ideals and aspirations. Somehow or other they have failed, it is said, to catch that very elusive thing, the national spirit. When, however, we come to analyze the utterances of the critics, we fail to find in them any facts which in any degree tend to substantiate such very serious statements; on the contrary, in most of them we have nothing but vague generalities and variations on the old theme of "Wales for the Welsh." The reply to these attacks, which was sent to Principal Reichel by old students of the Bangor College, should do much towards restoring that public confidence in the colleges and in the University which the ill-informed and unrestrained criticism tends to destroy. It is couched in very moderate terms, and is therefore effective and convincing. The signatories—who all hold responsible positions in Welsh educational circles—emphasize the value of the work done, and of the influence exerted by the colleges. They point out that they have been the making, morally and professionally, of very many men and women in Wales—men and women who are destined to become leaders in the various spheres of our public life. The professors are vigorously defended against the charge of anti-nationalism, while the policy of out-and-out protection in appointments is deplored.

It is difficult to imagine what is the ultimate object of these repeated and often unjustifiable attacks on our public institutions. Whether it is desired to destroy or reform them is not really always evident. This much, however, is perfectly clear. There is a real danger lest the public, forgetting for the moment the lack of special knowledge, qualifications of most of these critics, should come to believe that our University, our colleges, the Central Board, &c., are really in need of urgent reform. At present one can confidently state that the very great majority of the nation believes firmly in the efficiency of its educational machinery, and that its faith in it is not shaken.

At the Cymmrodorion meeting held at Carnarvon during the National Eisteddfod the relationship between the University and the Eisteddfod was under discussion. The claims of the latter were upheld in a well written and vigorous paper by Mr. Llewelyn

The University and the Eisteddfod.

Williams, M.P. The Eisteddfod, he said, was a purely spontaneous native growth which in pre-University days gave their chance to many Welshmen, like Principal Rhys, &c. The University, on the contrary, failed to develop the special characteristics of the Welsh people, as it was constructed on English, and not Welsh, lines. Unfortunately, his paper betrayed some ignorance of the working of the University. For instance, in describing its attitude towards theology he declared that the Court had made a determined attempt to exclude it from its curriculum. Principal Reichel, later on, had no difficulty in disproving this. Prof. Lloyd, of Bangor, who took up the cudgels on behalf of the University, was probably correct when he accounted for the existence of a certain type of Welsh critic. The Welshman, he said, is an idealist, who is never satisfied with human organizations—he never does full justice to his national institutions. No sooner is his dream translated into actual fact than he becomes dissatisfied and critical; and so our most cherished institutions begin to degenerate as soon as

(Continued on page 612.)

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they begin to be. And most Welshmen will be disposed to agree with this utterance of the Professor. The paper, as a whole, was a lucid and temperate account of the aims and achievements of the University, which is well worth careful study.

In the Presidential addresses at the Eisteddfod references to our educational system are rare. There was one, however, which deserves notice from its very comprehensive character. Mr. O. M. Edwards, the distinguished Welsh historian, and one of the Presidents, in his speech, describes our primary schools, our secondary schools, and our colleges as "these dry bones" of our national life. Prodigious!

Under the Welsh Act there is no school for girls available for the inhabitants of the Ruabon district. There is, therefore, now an agitation to convert the Ruabon County School into a dual school. The parents have promised to avail themselves of the opportunity which a dual school would afford.

Ruabon County School.
Mr. T. R. Dawes, M.A., Head Master of Pembroke Dock County School, has been appointed Head Master of the new secondary school at Castleford, near Leeds. Mr. Dawes was the first Head Master of the Pembroke Dock school; he was also the Hon. Treasurer of the Welsh County Schools' Association—a post which he filled to the entire satisfaction of the members. Mr. R. L. Archer, M.A. of Wadham College, Oxford, has been appointed as Professor of Education at Bangor, in succession to Prof. Green.

Appointment.
Mr. D. Davies, M.P., has offered to defray the expenses of four intermediate and six elementary teachers to America to study American methods. This offer is conditional on the Montgomeryshire County Council paying the salaries of teachers while away and supplying substitutes.

SCOTLAND.

Dr. Diarmid Noel Paton, superintendent of the laboratory of the Royal College of Physicians, Edinburgh, has been appointed by the Crown to the Chair of Physiology in the University of Glasgow, in room of Prof. J. G. McKendrick, who resigned last June. Prof. Paton

is the eldest son of the late Sir Noel Paton, R.S.A. He received his medical education at Edinburgh, Vienna, and Paris, and he was for some years Lecturer in Physiology at the School of Medicine of the Royal Colleges, Edinburgh.

At the summer graduation of Edinburgh University the degree of LL.D. was conferred on Sir Donald Currie, Emeritus Professor Sir A. R. Simpson, and on two international jurists, Senhor Antonio da Veiga Beirao and Baron Descamps. At a luncheon given to the honorary graduates by the University Union, Sir William Turner announced that of the £18,000 still required for the extension of the Union Sir Donald Currie and Mr. Andrew Carnegie had each promised to give £6,000, provided that £6,000 were raised locally, in addition to the £7,000 already subscribed. Of the total amount £4,000 are to be spent on books for the library. The reconstructed and extended building is to be opened on October 19, when Mr. A. J. Balfour, Chancellor of the University, and Mr. R. B. Haldane, the Lord Rector, are expected to be present.

Appointments.
Mr. Norman Smith, M.A., D.Phil., Assistant to the Professor of Logic in Glasgow University and Lecturer in Logic at Queen Margaret College, has been appointed Professor of Psychology in the University of Princeton, New Jersey, U.S.A. Prof. Smith is the author of an able book on Cartesianism, and he has done excellent work as a teacher of philosophy at Glasgow. Mr. James Muir, M.A., D.Sc., Assistant to the Professor of Natural Philosophy in Glasgow University, has been appointed Professor of Natural Philosophy in the Glasgow and West of Scotland Technical College, in succession to the late Mr. James Blyth.

Leaving Certificates.
A circular has been issued by the Scotch Education Department, in which it is announced that, unless there is strong objection, the Department intends to alter the date of the written examination for the Leaving Certificate from Midsummer to Easter. This change will obviate the disturbance of the Summer term, which is inevitable with the present arrangement, and it will have the additional advantage of enabling the Inspectors to see the written papers before visiting the schools.

Religious Instruction in the Training Colleges.
The question of the provision of religious instruction in the training colleges, when they are taken over by the new Provincial Committees for the training of teachers, has been under discussion, and the Edinburgh, Glasgow, and Aberdeen Committees have resolved that the religious instruction shall be given by the Churches whose training colleges are transferred. The Churches are to pay the cost of the instruction, draw up the syllabus, supervise and

(Continued on page 614.)

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examine, as at present; but the instruction, subject to a conscience clause, is to be included in the ordinary time-table, and given in college hours, and the Churches are to be at liberty to employ members of the college staff as instructors. An alternative proposal was that the Churches should defray the cost of the instruction, but that the Committees should be responsible for it, and should appoint the teachers. This alternative received comparatively little support, as it was felt that the appointment of the instructors by the Committees might lead practically to the imposing of a religious test on candidates for positions on the staff of the colleges.

IRELAND.

Some remarkable developments have taken place during the last month in regard to Trinity College and Irish Roman Catholics. On July 30 a statement drawn up by the Association of Irish Catholic Laymen, to be laid before the Royal Commission on Trinity College, was published in the papers. This statement, signed by a large number of the Catholic laity, has been since sent in to the Royal Commission. It demands as a satisfactory mode of constituting Trinity College as the sole college of a National University (a) substantial representation of Catholics on the governing body, which should grow with the increase in numbers of the Catholic students; (b) dual Professorships in Mental and Moral Science and in History; (c) religious instruction of the Roman Catholic students by Roman Catholic clergymen; (d) establishment of a Faculty of Catholic Theology; (e) a chapel for Roman Catholic students; (f) formation of a Council to supervise the safeguards for such students.

This statement was based on another statement sent in to the Royal Commission by a considerable number of the Fellows and Professors of Trinity College, and representing the provisions they recommend to modify the constitution of Trinity College so that it may become a national University. All the requirements of the statement of the Catholic laymen given above are laid down as necessary, and, in addition, details are suggested for the practical carrying out of these provisions. An Advisory Committee shall be formed of six persons (four of whom shall be laymen), having certain defined duties in safeguarding the faith and morals of Roman Catholic students. To give Catholics substantial representation on the governing body from the first, that body shall be reconstituted and consist mainly of elected members. Among the electorate shall be for the first twenty-five years a special Roman Catholic electoral body of fifty members (forty laymen), which shall have the right to elect 25 per cent. of the governing body. At the end of twenty-five years this electoral body would disappear. The permanent electorate would consist of (a) Fellows and Professors of longer standing, (b) the remaining Fellows and Professors, (c) Senior Moderators in and after 1912. Elaborate methods of allotting votes among these bodies are tentatively suggested, and the whole scheme seems ingeniously devised to give fair and proportionate representation to Catholics, while permanently making the power in election and government rest on an academic basis independent of creed. These proposals—the most revolutionary and remarkable that have ever emanated from Trinity College—are signed by twelve Fellows, one ex-Fellow, and seven Professors. They have been drawn up in vacation, when most of the Fellows and Professors are away; otherwise there would undoubtedly be many more signatures. None of the Board have signed, but their doing so, at least at this stage, would scarcely be in order. Dr. Barlow, the last survivor of the old Conservative Board that ten years ago formed a solid barrier against change in Trinity College, has since published a disclaimer against the statement being taken as representative of Trinity College opinion, but he has been answered by an able letter from Mr. Edward Gwynn, F.T.C.D., which gives a remarkable expression of the new rational and generous spirit growing rapidly in Trinity College. While there is no doubt that the proposed revolution will meet with some opposition among Protestants, it may be predicted that the changes (or some modification of them) would be agreed to by an overwhelming majority within the walls—judging by the offers already made by even the Board of T.C.D. itself.

It is far otherwise on the Catholic side. Archbishop Walsh at once, both in an interview and by public letters, denounced the proposals of the Catholic laymen's statement (much the same as the T.C.D. proposals) as utterly unworkable, unsatisfactory, and mischievous; announced that they would be rejected by all the bishops and by the vast majority of the laity, and that, were the bishops even willing to accept them, an injunction would be laid upon them by the Holy See to oppose them. The bishops then published the statement they themselves had laid before the Royal Commission, in which they say they will accept (a) a fully endowed separate Catholic University; (b) a separate college with equipment under Dublin University; (c) a separate well equipped college under the Royal University; but that on no terms and in no form will they tolerate mixed education.

(Continued on page 616.)

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Dr. Gwynn has resigned the Regius Professorship of Divinity in Trinity College. Dr. Windle, President of Queen's College, Cork, has been appointed Commissioner of Intermediate Education in the room of the late O'Connor Don. Lord Castletown, of Upper Ossory, has been appointed Chancellor of the Royal University.

At a meeting of the Senate of R.U.I. on July 27 a "statute dealing with academic disorder" was enacted. Its provisions have not been made public.

At the end of July a Visitation of the Royal University was held by Sir Andrew Parker and Sir William Anson to decide the long-standing contention concerning the clause in the Act excluding the "holder" of prizes from other public colleges from receiving prizes in the Royal University. The difficulty lies in the interpretation of the word "holding" in cases where the prize from another college was paid either before or after the date of the winning of the prize in R.U.I., and chiefly affects the holders of scholarships in the Queen's Colleges. The Visitors decided that no student should be debarred from receiving any prize in R.U.I. unless at that moment he was holding some emolument from another college.

SCHOOLS.

CHELTEMHAM LADIES' COLLEGE.—London University Intermediate Arts Examination: Pass—Frances M. Archibald, Freda Baron, Agnes I. Browning, Editha K. Derrick, Gladys D. Hill, Dorothy H. Jackson, Dorothea J. Tugwell, Fanny L. Turnbull, Dorothea V. Wallace, Ella Gilbert (in Logic only). Intermediate Science: Pass—Ella Holme, Elizabeth D. Pocock, Mabel M. Barker (in Geology only). Matriculation Examination: Division I.—Frances C. Anderson, Mary McLean, Elizabeth Saunders, Mary Addams Williams. Division II.—Alice D. Bates, Christine D. Butler, Gladys Daubeny, Adèle M. de Putron, Christine G. Downie, Mary I. Henningway, Dorothy Leech, Amy C. G. Uloth, Lucy Wills, Margaret I. W. Witton, Mary Désirée Waller. University of Paris: Concours d'Agrégation (langue anglaise)—Berthe Cortol, 3^{me} par ordre de mérite. Concours pour le Certificat d'Aptitude (langue anglaise)—Evodie Bellon, 5^{me} par ordre de mérite. At the Cambridge Higher Local Examination 57 candidates passed. There were 25 First Classes, 21 Second Classes, 31 Distinctions. The Lowman Memorial Prize was awarded to a candidate in Group A and a prize of £2. 10s. to one in Group C. The names of those who passed in the two Honour Classes are as follows:—Group A (English Language and Literature): Class I.—F. M. O'Loughlin (Lowman Memorial Prize), C. Abdy, J. H. Bensted, H. M. Carles, J. Corsellis, D. H. Lambert, L. A. W. Lancaster, L. E. Playll, V. A. Taylor, M. A. Vick, M. S. White, E. M. A. Whitham; Class II.—M. P. Hardwick, D. F. W. Leckie. Group B (Languages): Class I.—N. C. Flecker, M. S. Grice; Class II.—M. S. White, K. C. Rouquette. Group C (Mathematics): Class I.—D. M. Abbott (prize of £2. 10s.); Class II.—D. E. Hughes Games. Group D (Logic, &c.): Class I.—E. R. Gill, E. M. S. Mackintosh, G. M. Palmer; Class II.—C. Holmes, M. B. Ladds, E. E. Marris, J. C. Stratton. Group E (Natural Science): Class I.—D. M. Abbott. Group G (Geography): Class I.—F. J. Archer, M. A. Simeon; Class II.—B. A. Blenkarne, M. M. Crosse, F. W. d'Aguilar. Group H (History): Class I.—A. S. Clarke, D. E. Cooke, M. B. Cooke, M. H. Morgan; Class II.—I. M. Ackers, C. F. Bomford, R. A. H. du Boulay, V. P. Moor, S. H. Pruen, A. A. Robertson, C. C. A. Stratton, A. K. H. Young. The following students have passed the examination for the Cambridge Teachers' Diploma:—E. M. S. Mackintosh, H. Bellows, W. Darch, E. Finlay, L. M. K. Heath, M. B. Ladds, M. B. M. Sprott.

DULWICH, JAMES ALLEN'S GIRLS' SCHOOL.—The annual prize-

(Continued on page 618.)

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giving took place in the School Hall on Friday, July 27. The chair was taken by the Rev. Canon Carver, D.D., Chairman of the Governors. The prizes were distributed by the Venerable the Archdeacon of Kingston-upon-Thames, formerly a Governor of the school. In December, 1905, 75 girls were presented for the Cambridge Local Examinations, of whom 74 passed, 29 in Honours, with 34 Distinctions. Six of the Senior candidates were exempted from the London Matriculation, and 11 from the whole or part of the Cambridge University Previous Examination. In the examination of the London Institute for the Advancement of Plain Needlework 63 certificates were obtained in various grades. In July, 1905, London County Council Intermediate Scholarships were awarded to K. Angell and M. Rackham, and a Kent County Council Senior Scholarship to H. Baker. On the results of the summer examination by the University of London exhibitions of £45 a year for three years were awarded to H. Richardson, H. Beagley, and R. Angell, the Governors generously granting a third exhibition, as the second and third candidates were practically of equal merit. The following successes have been won by former pupils of the school during the past year:—L. Delf obtained First Class Honours in the Natural Sciences Tripos, Part II. (awarded the Thérèse Montefiore Prize of £32), M. Gardner, Second Class Natural Sciences Tripos, Part I. (awarded Fourth Year Scholarship of £21), L. Marsh, Second Class Classical Tripos, and S. Stebbing, Second Class History Tripos. W. Branchley, B.Sc. Lond., obtained a Gilchrist Studentship of £100 for one year for research work in botany. E. Beagley was first among all candidates in the Civil Service Examination for Women Clerkships. E. Leech obtained a First Class Diploma for Needlework and Laundry Work at the Battersea Polytechnic Training School for Domestic Economy. M. Bryant passed the London Intermediate B.Sc., taking the third place in Botany. At the conclusion of the proceedings a vote of thanks was accorded to the chairman for his late generosity to the school in endowing two prizes for modern languages to be given annually on the result of the summer examinations. The winners for this year were M. Buser in the sixth and M. Japps in the fifth form.

EAST LONDON COLLEGE.—Drapers' Company's Entrance Scholarships of £40 per annum, tenable for three years, have been awarded as follows:—P. P. Selver (City of London School), C. H. Hampstead (Enfield Grammar School), R. A. M. Kearney (Wandsworth Grammar School), F. B. T. Thole (Owen's School, Islington), J. E. Brinsley (Kirkdale Grammar School), A. F. Salmon (Banbury Municipal School), G. G. Lamb (Watford Grammar School), H. G. Howson (Owen's School, Islington), A. E. Willman (Watford Grammar

School), F. S. Long (Parmiter's School), G. E. R. Wendt (Coopers' Company's School), M. Howgego (Coborn Girls' School). Alec D. Mitchell has gained a London University Entrance Exhibition; Arthur G. Warren, a London University Sherbrooke Mathematical Scholarship; L. Wilson, a London County Council Senior Exhibition of £25 a year for two years; and Arthur P. Thurston, First Class Honours at the B.Sc. (Engineering) Examination of London University. At the London University General Intermediate B.A., B.Sc., and B.Sc. (Engineering) Examinations for Internal Students, 9 passed in Arts, 23 in Science, and 7 in Engineering. Additional Lecturer in Mathematics, Mr. G. A. S. Le Beau, B.A. (Oxford Junior and Senior Mathematical Scholar); Professor of Physics, Dr. C. H. Lees, F.R.S.; Lecturer in French, Miss Mina Paquier; additional Lecturer in English, Miss Alice H. Davies (First Class Honours at Oxford in English). The engineering workshops and laboratories have been extended by means of a further grant of £5,000 from the Drapers' Company. The Arts course for the London B.A. degree, which was started in September, 1905, has been much extended; and very full courses in the day and evening under recognized teachers are arranged for the B.A., B.Sc., and B.Sc. (Engineering) degrees of London University, both Pass and Honours.

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(Continued on page 620.)

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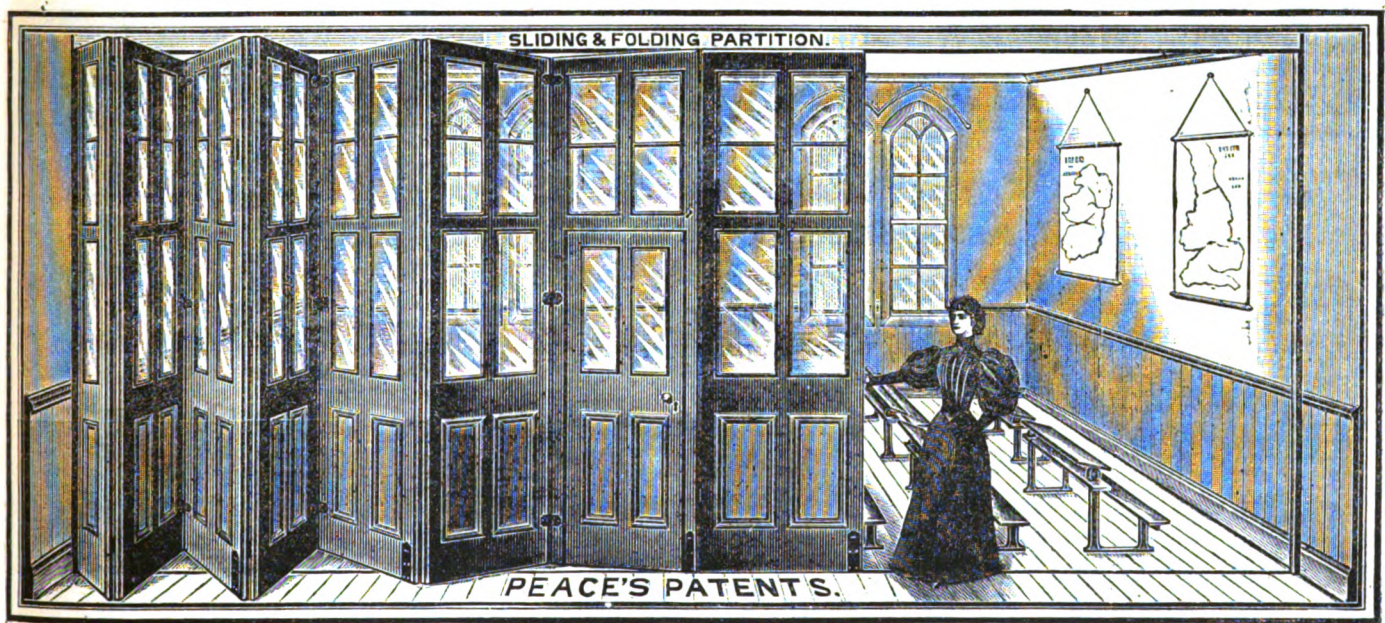
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EXETER HIGH SCHOOL.—Miss W. A. Todhunter, B.A. London, Oxford and London Training Diplomas, will take charge of the training department in September. As Gilchrist Travelling Scholar Miss Todhunter has been investigating the conditions of school life in Norway, and she previously spent a year in girls' lycées in France. The training department makes its chief aim the training of modern language specialists on new method lines. Miss Haslam (Classical Tripos, Girtton) joins the staff as classical mistress, and Miss Bambridge (Natural Science Tripos, Newnham) as science mistress.

HARROW, LOWER SCHOOL OF JOHN LYON.—Five boys have gained First Class, and 15 boys Second Class, in the Junior School Examination of London University. Mr. Carl Sandberg, M.A. Oxon., Scholar of Hertford College, has been appointed Modern Language master. Speech day was July 29. The prizes were distributed by Mr. W. Chawner, M.A., Master of Emmanuel College. He was supported by Mr. W. Leaf, Litt.D.; Mr. T. F. Blackwell, J.P. D.L., President of the London Chamber of Commerce; and Mr. A. K. Carlyon, J.P., High Sheriff of Middlesex.

KIDDERMINSTER, WOLVERLEY SCHOOL.—Scholarships have been awarded to I. A. J. Duff (Mr. Lewis Faraker, Holm House, Lowestoft), H. T. M. Roberts (Wolverley School), F. C. Sale (Miss Ryder, Wistaria House School, Shipston-on-Stour), W. H. Wills (Wolverley School), A. Devis (Chaloner's School, Braunton, N. Devon).

MARY DATCHELOR GIRLS' SCHOOL AND TRAINING COLLEGE.—The year which closed on July 24 with the distribution of prizes by Mrs. T. Stanhope Kelley, wife of the Master of the Clothworkers' Company, who are the governors of the school, has been a very successful one. The school has been larger than at any previous period of its history, and has, indeed, been quite full all through the year. The reports of the London University and of the Board of Education as to the work, discipline, and general efficiency of the school have been most satisfactory. The results of outside examinations have also borne witness

to the thoroughness of the teaching. Two girls took the Final B.A. of London University last autumn. This summer three have passed the Intermediate B.A. and three the Intermediate B.Sc.; seven have matriculated, fifty-three have passed the Junior School Examination of the University, thirty-eight gaining First Classes, and there was no failure at all in this examination. Two open entrance scholarships have been won at the Royal Holloway College, one for Classics, the other for Science. Each is worth £50 a year for three years. The winner of the Science Scholarship has also been awarded one of the Senior Scholarships of the London County Council of the value of £80 a year for three years. Another of the Datchelor girls has been given a free place at University College for three years—that she may read for an Honours degree in Science. Two others are now proceeding to Girtton, one to read for Classics, the other for Modern Languages; the latter has been awarded the Clothworkers' Exhibition of £50 a year for three years. In the Cambridge Higher Local Examinations held last June seventeen Honours were won (with four Distinctions), nine being in History, four in English, three in Languages, one in Logic and Psychology. There were also nine passes, five of which were in Mathematics. Sixteen girls in all entered for various groups in this examination, and only three failed in any group. In the Art Examinations of the Board of Education forty-four certificates have been won, sixteen of them being First Classes. The musical department of the school has also had a very good year. Thirty-eight certificates have been won for Pianoforte, two for Violin, five for Solo Singing, thirty-three for Sight Singing and Theory of Music. Out of eighty-five who entered for these various examinations seventy-eight were successful and twenty-five took Honours. The examinations for which pupils were entered included those of Trinity College, the Associated Board of the Royal Academy and Royal College of Music, the Incorporated Society of Musicians, and the Incorporated Staff Sight Singing College. During the year nine students—all, of course, graduates—have gained the Teaching Diploma of the London University. Five others have taken the Cambridge Teaching Certificate. All the students have obtained satisfactory posts in schools.

PARKSTONE (DORSET), SANDECOTES SCHOOL.—On July 30 the annual prize-giving was held in the school hall. The Hon. Mrs. Charles Eliot distributed the prizes and spoke to the girls. The chair was taken by Mr. W. Joynson Hicks, and the report of the year's work was given by the Head Mistress, Miss Grainger Gray. The

(Continued on page 622.)

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successes in the past year included four full Higher Certificates and two Letters and passes in the London Matriculation and Cambridge Previous Examinations. In Music two pupils—E. Grose Hodge and I. Morley—passed the Advanced Grade, and two pupils—M. McCall and M. Marston—passed the Intermediate Grade of the Local Centre Examinations; and ten passed the various divisions of the Local School Examinations of the Associated Board of R.A.M. and R.C.M. One pupil—B. Orange-Bromehead—passed Grade II. ('cello) of the examinations of the I.S.M. Two pupils—I. May and Elsa van Goethem—gained Full Honours Certificates from the Royal Drawing Society, and thirty-one gained Honours in one or more divisions. At the exhibition of the R.D.S. one sheet of drawings was highly commended; three sheets were commended Second Class; and two sheets were commended Third Class. A programme of music and elocution was given by the girls, a large number of parents and friends being present.

PURLEY (SURREY), RUSSELL HILL SCHOOLS.—Debenham Scholarship to Switzerland for Modern Languages, William I. B. Ware. Boys.—Tapping Exhibitions (English silver watches and balance of Exhibition Fund), Arthur Eteson and John Jones; Mr. Hope Morley's Prize for Business Routine, A. Eteson; Walsford Greatorex Prize (best University Local candidate), John Jones; Dr. Walter Leaf, L.C.C., Prize for Good Conduct, H. J. Kidson; John Bentley Prize for Gymnastics, Sidney Wilde. Girls.—Mr. Hope Morley's Prize for General Attainments, Gladys S. Rush; the Hon. Mrs. Herbert Cook's Prize for best Senior Local candidate, Gladys S. Rush; Lady Faudel-Phillips's Knitting Prize (senior and junior girls), Violet Brown and Florence Packington. Mr. John Cobb, B.A. London, the modern language master, has left to take up the headship of an important school in Canada. Mr. W. E. Hunt, of Wakefield Grammar School, has been appointed drawing master. On prize day a scene from Shakespeare's "Henry V." (Act iv., Scene iv.) was well rendered by Williams, Godfrey, and Collins. Swimming races are to be organized for Old Russellian Day on Saturday, September 18. Miniature rifle shooting is to be taken up again with renewed vigour. The floor of the John Roberts covered playground has just been renewed with maple blocks at a cost of over £200.

RHYL, ELWY HALL.—A scholarship of £50 a year has been awarded by the Governors of the Royal Holloway College to Miss Margaret Noel Roberts, a pupil of this school. Miss Roberts, who is seventeen years of age, was granted a bursary of £30 a year on the strength of her being first of the four candidates who *proxime accesserunt* at the recent Entrance Scholarship Examination, in which she was second in French among the candidates.

ST. LEONARDS-ON-SEA, UPLANDS SCHOOL.—On prize day the Countess of Ancaster distributed the prizes. Sir W. Mackworth Young, K.C.S.I., who presided, said that during the past year the school had made gratifying progress in every respect. In January the premises were enlarged so as to accommodate thirteen additional boarders. All these places had now been filled, raising the total number of pupils to a hundred. The Head Mistress, Miss H. Walsh, in her report, stated that many successes had been won in examinations. In the Cambridge Junior Local Examination for History the third place was obtained out of 7,900 competitors. As the first and second places were won by boys, the pupil from Uplands was placed first of all girl candidates in England taking History. Honours with distinctions were secured in the Senior and Junior Divisions by other pupils in English, French, and Religious Knowledge. One pupil won a scholarship for violin playing at Trinity College of Music; and eleven others passed successfully the examinations of the Associated Board of the Royal Academy of Music and the Royal College of Music. A Bronze Star was among the many successes obtained from the Royal Drawing Society. At the conclusion of the proceedings a most effective demonstration of Swedish drill was given in the school gymnasium.

WINCHESTER COLLEGE.—The Duncan Prize for Reading has been awarded to H. T. Wade-Gery; the Moore Stevens Divinity Prize to G. D. Roehling; the Holgate Divinity Prizes to R. M. Wright, J. S. Wilson, and S. S. G. Crese. A. J. Toynbee won the Goddard Scholarship. The summer concert took place on July 30; the chief feature in the programme was Parry's "Pied Piper of Hamelin." The Sub-Warden (Mr. J. Parker Smith, P.C.) presided at Medal Speaking and Domum Dinner. A shadow has been thrown over the term by the deaths within short intervals of Dr. R. Margerisen, Mr. K. J. Freeman (one of the younger masters, a brilliant Cambridge scholar), and Mr. J. A. T. Bramston, a well known figure in the younger Wykehamical world as his father's son and a great golfer and racquet player.

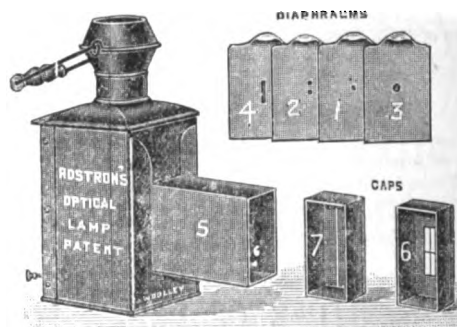
WYCOMBE ABBEY SCHOOL.—Speech day was held on June 28. Amongst the Honours gained since last speech day the most outstanding were two Firsts in the Final Honours School of Modern History at Oxford. Dr. Burge, President of the School Council and Head Master of Winchester, presided over the speeches in the afternoon; and Canon J. O. Johnston, Principal of Cuddesdon College, preached at the special service held in the Parish Church at 11 a.m.

(Continued on page 624.)

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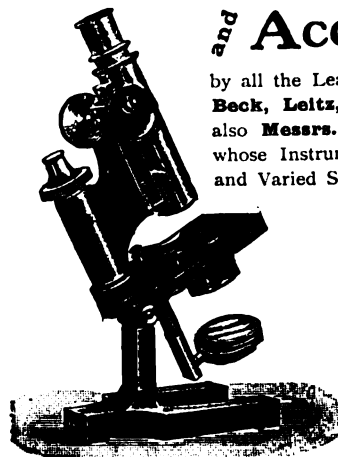
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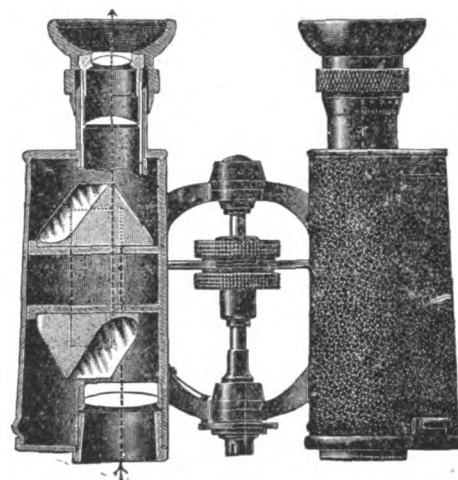
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CORRECTION.—In our Oxford letter of last month the winner of the Stanhope Prize was incorrectly designated. Read: "R. V. Holt, Lincoln College." The winner further points out to us that the prize essay on "Viscount Castlereagh" was read at Encaenia.

PRIZE COMPETITIONS.

The Translation Prize for July is awarded to "Gempy."

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(Continued on page 626.)

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School and Teachers' Advertisements are continued on pages 627, 628, 629, 630, and 631.

Fourth Class.—Rustic, Emilia, F.J.W., D.B., 11769, G.R.M.C., Black Panther, V.S., A. Eustache, Fas, Pervenche.

Fifth Class.—Astrachan, Vosges, Undine, Salve, Scylla, T.B., N.A.T., Paris, Lobelia, F.R., Consuelo, Non, Viola, Percy, Uva, Cynic, Delorme, Aster, Mott, U.T., O.N.A., Lob.

Monnier's description of the mediæval romance of Italy was one of the hardest bits set for a long time, and some of the words are not to be found in Becherel, Littré, Thomas, or any ordinary dictionary. *Nions* I have myself been unable to discover (it is not a misprint). I shall not attempt to give a definition of the various terms of assault and battery. In translation it is more important to preserve the jingles and alliterations than to give exact equivalents. Burton's "Anatomy," Urquhart's "Rabelais," "Tristram Shandy" might serve as models. "Gempy" has in this succeeded the best, but he might have been closer. Thus, *on se cogne*, &c.: "facers, black eyes, slashes, gashes, hacking, hewing, battering, shattering, and felling." To point out a few of the commonest mistakes, *ainsi conçue* is not "thus conceived," but "composed on these lines," like the Latin *conceptus*. *Impitté* is not "sin," but "infidelity." *Des corps*: not "corpses," but "bodies spitted like fowls." *Tout de suite* is not "directly afterwards," but "in an instant." *S'abîme* has nothing to do with "drowning," nor *carrousel* with "carousals." *Les sources* is "the original authorities." *Selon la carte* is "as it stands in the programme"; our "by the card" exactly serves. "Slavers with open mouth" will avoid an ugly word, as above "head, trunk, and horse." "According to Cocker" is an ill-fitting modernism, as is "band" for "music." *Pavillons* may mean "banners," but more probably "tents."

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MEETING OF BRITISH ASSOCIATION AT YORK.

THE Section of Educational Science was opened on Tuesday, August 2, by the Presidential Address of Prof. SADLER, who said :

The Committee of this Section, feeling that in England we are at the opening of a new chapter in our educational history, have endeavoured to arrange a programme which, so far as the limits of time allow, will enable members to discuss the chief and most pressing problems of school reform. Some sides of this question, political and ecclesiastical rather than educational in character, are by the rules of the Association rightly excluded from debate; but plenty has been said about these topics elsewhere, and there remains for us a series of questions not less pertinent to the main issue and scientific in their range without being politically controversial. With your leave, therefore, but with a strong sense of the difficulty of the task and of the greater fitness of several other members happily present among us to undertake it, I will attempt to say something by way of general introduction to the debates which lie before us during the next few days.

During the last ten years more thought and labour has been given to educational questions in England than at any earlier period in our history. If we compare the present state of things with that of a decade ago, we have good reason for encouragement and hope. Great additions have been made to the number of our schools and Universities; within the last six years six Universities in England have been either reconstituted or actually refounded, two in Yorkshire itself; great changes have been made in the machinery of educational administration, and an even greater change has come over the attitude of mind with which thinking people approach the question of what our schools should teach, how they should teach it, and what should be the social purpose underlying and inspiring their work. We have moved, often unconsciously, from our old moorings. A strong current which we could not resist has shifted us from where we lay, more or less comfortably. And we have had to move in a fog—a puzzling and dangerous fog—now impenetrably thick and now lifting enough to show that we are moving in strange waters. First on one side and then on another we have heard angry cries at impending collision; but the current carries us on amid conflicting advice as to the handling of the ship, and much discord of opinion as to whether we are really going.

If, however, we review the general course of events in English education during the last few years, certain changes stand out conspicuously and call for notice. There has been a great growth in public control over educational work. The chief tendency of recent legislation has been to strengthen the powers of the Board of Education on the one hand, and of the Local Authorities on the other. It is true that many of these powers have not yet been fully exercised, but they have been granted, often without serious challenge, and they lie in reserve. Whether in course of time the enforcement of these powers will come chiefly through the Central Authority or through the Local Authorities is still uncertain. The cantonal principle and the national principle are struggling for the mastery. Probably neither of them will completely prevail. But considerations of finance, the growing need for increased contributions from the Treasury in relief of local rates, and the accumulation of experience in the very large and widely distributed staff of the Authority point towards a steady increase in the power of the Board of Education to press for change, partly through the direct exercise of the power of the purse, partly through the action of Local Authorities taken in response to its own steadily urged requirements. We have realized more fully than heretofore the need for greater unity of purpose in the different grades of education, and the dependence of what is attempted at one stage upon what has been accomplished in another. For example, we have recognized the fact that technical instruction cannot be built up as a detached system by itself. In its higher forms it has to rest upon a long and carefully organized course of secondary education; in its more elementary grades upon a sound basis laid in the primary and higher elementary schools. There are a number of frontier questions. The need of adjustment between the methods of teaching in the infant school and those employed in the junior classes of the senior school, the waste of effort caused by a sharp break of gauge at the junction between the public elementary and the older type of secondary school, the impossibility of making an effective reform in the curriculum of preparatory schools without a modification of the requirements of the entrance and scholarship examinations at the public schools, are all frontier questions, the consideration of which has forced upon us the need for greater unity of plan in our educational system.

A wholly new stress has been laid upon the physical side of education. The reports of the Scottish Royal Commission on Physical Training, 1903, and of the Inter-Departmental Committee on Physical Deterioration, 1904, have helped us to see the whole question of school work in a new perspective. A systematic physical training must be regarded as the essential part of the daily work of every school, and will be found as beneficial to the intellectual and moral development of the scholars as to their bodily condition. For guidance in the

educational treatment of every child according to its physical need; for the detection of defects in eyesight, in hearing, and in teeth; for marking the symptoms of organic disease, we require systematic medical inspection of all school-children at periodical intervals, especially in schools in poorer districts. The attention of great numbers of teachers is already directed to these matters, and with a fuller training in hygiene they would be able to make a considerable number of the necessary observations for the use of the medical inspectors who would visit the schools at such intervals as the special circumstances required. The *crux* of the difficulty lies in getting the parent to act upon the medical inspector's report. But the majority of parents, especially when interest in the matter was shown by a personal visit to the home, would take the necessary steps to secure the medical treatment required. Where help was necessary, it would not be difficult, through the co-operation of charitable agencies, to secure it. And in cases of obstinate neglect the law should severely remind the parent of his responsibility. But to improve the schools and the physical care of the school-children is not sufficient without reforming the state of many of their homes also, and without a great change in some of the conditions of industrial employment. Where the insufficient feeding or the wrong feeding of some of the children is found to defeat the work of the school the real cure of the mischief lies in dealing with the parents, with their economic weakness or ignorance or wastefulness or insensibility, as the case may be. Where the children come to school exhausted by the strain of long and late employment out of school hours the remedy has to be found in stringent regulation of the use of juvenile labour, and, so far as may be, in the prohibition of those forms of premature wage-earning which are fatal to the gaining of industrial efficiency in later years. Thus at point after point purely educational questions are implicated with economic and social problems, and we are forced to the conclusion that educational reform, in any true sense of the word, involves the intrepid handling of evils which lie outside the class-room, and affect the home life and economic welfare of parents and children alike.

Great changes are coming, and coming in the right way, by the response of individual effort to a new sense of national need, as well as by a gradual reform from within of many old institutions which have struck their roots deep into the national life. And towards this new sense of responsibility on the part of schools and colleges which represent the older tradition in English education very much was done by that eminent scholar and eloquent thinker and writer Sir Richard Jebb. And, if we extend our view to what is going forward in Scotland, Wales, and Ireland, the same impression is confirmed. It has been and is the good fortune of England to receive educational stimulus of different kinds from each of the other parts of the United Kingdom. Scotland, above all, has during the past century and a half taught us many lessons. And we have only ourselves to blame that we have not learnt from her many more. One of her lessons, that the higher educational opportunities should be brought within the reach of every lad of promise, we have at last taken to heart seriously, with already fruitful results. Nor ought it to be forgotten how much stimulus and quickening of purpose we have derived from the zeal and courage of America; from the diligent pains, the thrift, but never parsimonious, management, and skillfully directed efforts of German education; from the very practical patriotism of Denmark; and from the brilliant renaissance in France. In education one nation is foolish to attempt a slavish copy of another, but still more foolish to refuse to learn from it. And the result of all these divers influences on English education is that much more that is hopeful for the future is quietly taking place in English education than any one observer can realize.

It is indeed high time for a great change; for I suppose no one who endeavours to look on English education with a candid eye can but admit that in no other civilized country have so many otherwise intelligent people been habitually indifferent to education, or unaware of what it may be made to do. In spite of the issue in the form of a Blue Book of "Suggestions to Teachers in Elementary Schools," I am afraid that great tracts of our habitual indifference still remain undisturbed. It must be admitted that in England, as compared with the best of Scotland and Germany, the home does little to co-operate with the intellectual work of the school; that manifold class separations have prevented the growth of unity in our school system; that we have been more wasteful of the more ordinary kinds of intellectual material; that we have done pitifully little to teach the mother tongue; that there has been far too little in our school lessons to kindle an imagination which, on social, on political, on economic grounds, we urgently need; and that by our worship of examinations we have too often encouraged on the part both of teachers and of learners the wrong attitude of mind. But, looking at the matter as a whole, we have good reason to feel that during the last ten years the mind of the nation towards educational matters has significantly changed. If the truth be told, we are worried and puzzled at the questions involved. But we are perfectly right to feel puzzled and worried. The central difficulties in the whole matter are the outcome of a profound change in our mental outlook due to scientific investigation and to an upthrust of new social forces and ideals which is due in great measure to the same cause. Our best chance of gradually finding the

right solution for our difficulties lies in discarding the idea that somewhere in the world there is a magic formula in education which can charm our troubles, and in recognizing the need for patient and systematic experiment in new educational methods and forms of training.

I am profoundly impressed by the local differences in economic need and in psychological outlook upon educational matters. If there is one country in the world where a cut and dried State system is quite inappropriate, it is this country. Consequently I feel that we cannot be too grateful for the number of men and women all over the country—teachers, administrators, and social workers—who are devoting to the common weal an amount of thought and time and money which I think is not surpassed in any other land. And we may be thankful for the fairness of mind and temperateness of judgment which mark their outlook on educational affairs. I am also deeply impressed by the inevitable expense; impressed by the necessity for doing much more than we have yet done, and yet conscious of the grim figure of the ratepayer. We may well be content to watch for the slow outcome of much that has been done. I feel that we know very little about what is going on in England itself. Is it not much to be desired that we should have publicly on record a real description of what is doing in English education of all grades at the present time? This is a suitable occasion to plead for a systematic, periodic series of physical measurements of children in all schools, and we need something like an inventory of educational effort, intelligently written, and its bearing shown upon the economic and social needs of the nation. We may welcome new duties to be placed on His Majesty's Inspectors of taking these wider surveys of educational work and considering the relation of what is done in schools to the need of the community in which the school is situated. Is it too much to hope that at some time the Central Authority will publish these current notes, so that every teacher should be able to receive regularly and without trouble the new number of the series from headquarters? We need much more cross-fertilization of ideas through the regular publication of results. We have much to learn from the freedom with which the great American Central Bureau issues its publications without charge to all who ask for them. The great point is that we should not have things forced upon us by the Central Authority, but do them willingly and gladly. In what remains to be done will it not be wise to look at the growing points and encourage those points, instead of wasting time on what may be regarded almost as dead tissue? The following seem to be the real growing points in English education at present: first, a new keenness on the part of many intelligent workmen to make the elementary schools better, to have more individual teaching in them, fuller staffing in the higher standards, so that there is less marking time in the last years of the course, and then to have connected with the elementary schools and in sympathy with them a new type of school which provides a higher education to about fifteen years of age, and then a carrying forward from that of technical and physical education in evening classes well graded throughout the district. And for adult workers a further education which is not merely bread-winning and technical, excellent as that is, but which has about it a touch of imagination and humanity and civic idealism. We may rejoice also at the new and kindling interest in the greater development of our practical studies. It is striking how many employers of labour have shown new and welcome interest in the problem of encouraging education amongst their workmen and apprentices: it is most striking in the railway companies and great engineering firms. There is great keenness for better physical training, which should not end with the elementary schools, but be carried on through adolescence, and, I venture to think, be part of the obligation of each individual of the community.

But, if we are to help forward this educational movement, do we not need much more carefully planned and systematically watched educational experiments? There should be better classification of children in public elementary schools with regard to their different rates of mental growth and different intellectual aptitudes. Do we not teach quite different types of children too much alike? The sifting out of defective children is a beginning of the process. It means smaller classes, and smaller classes must be very expensive—so expensive that I think we ought to try by experiment to see what we can do effectively to individualize the children by dividing classes for different parts of the work, by encouraging private study on the part of some of the children, and by massing groups of children more together for certain subjects. It would be an excellent thing if each great Local Authority would have two or three of its elementary schools set apart to work out the educational and financial problem really involved in giving to every child in the school an individual and suitable training. It is desirable that we should have in some of our districts a new type of elementary school tried with far more manual work in the curriculum, with a great deal of physical training, and much simpler literary and arithmetic training. We have a lesson to learn from the industrial schools, and I cannot help feeling that, with all the good intentions in the world, the present curriculum of the elementary school is too ambitious and too varied. Then we need a very careful working out of the course of study and of corporal training in higher elementary schools between the ages of twelve and fifteen; careful experiment as to how to adjust the studies to the different kinds of practical life, and,

at the same time, how to keep strong and fresh a literary interest and a feeling of civic duty. We need, again, carefully watched experiments as to the actual results of postponing the beginning of Latin as a regular school subject until twelve years of age, because, if it is possible to defer Latin, many difficulties as to the breaking of gauge between primary and secondary education will be happily modified.

There is an urgent and extremely difficult problem in our English education—the waste of intellectual power and the waste of moral discipline which arise through children leaving the elementary school at thirteen or fourteen and passing out altogether from the discipline of educational care. The problem of the right education of boys and girls during adolescence is only just beginning to receive the attention it deserves. Can we live in our great cities without having an uneasy feeling that modern conditions of city life and of city employment are really imperilling the stamina of many of the boys to whom we ought to look to become the recruits of our skilled industries, and of many of the girls to whom we look to be mothers of good and healthy homes in the future? It is much to be feared that certain phases of modern industry which depend on practically unskilled employment of boys and girls as they are turned out from the elementary schools are in part parasitic in character, and may be really getting much more than their promoters realize of the moral force and physical strength of the nation. Thirty per cent. only of the young people know educational care during the critical years between fourteen and twenty years of age. In 1904, in Manchester, at least fourteen thousand children between fourteen and sixteen were not in evening or day schools. The conclusion which is being forced upon a majority of observers is that we cannot afford to allow this leakage to go on. We are in the position of people who have laid down a costly water supply and then left a hole in the pipe just behind the tap. Out of seventy-six teachers and experienced administrators whom it was my duty to consult, no less than fifty-two were in favour of some form of obligatory attendance. During the last two years there has been a great improvement in the organization of evening schools in many industrial towns. Wise and liberal action has been taken at Messrs. Rowntree's works in this city, and all girls under seventeen years of age are required to attend a school of domestic economy, cookery, and so forth two hours a week during working hours in an excellently built and taught school maintained by the firm at their own expense in the works. The school is under the supervision of the Board of Education, and 520 girls are in attendance; and I believe the results are most encouraging to those who have tried this valuable and epoch-making experiment.

All this voluntary work is valuable, but it does not touch the mass—that huge residuum which we feel is drifting into physical and intellectual disorder, losing the habit of work and discipline, becoming casual, losing the powers of mind and body which they need if they get the opportunity to begin a skilled trade. But shall we not conclude that it is no good to make attendance compulsory unless we touch as part of the problem the question of the hours of the late work of juvenile workers, throwing upon employers the duty of facilitating the attendance of young people up to seventeen years of age without over strain? I should like to see a beginning made by the Local Authority with compulsory attendance at a course of physical training for all boys and girls up to seventeen years of age, encouraging the districts adopting compulsion by a double grant. Have not those three great Yorkshire leaders, Alcuin, Roger Ascham, and Joseph Priestley, their message for us to-day—Alcuin to remind us that, whatever else is done, a nation must educate its leaders; Ascham to remind us that, in order to individualize our scholars, we must distinguish between their aptitudes and natural rates of intellectual growth; Priestley to remind us that the key of the whole situation lies in greater keenness among the secondary schools, and that we should do nothing to hamper individual initiative and private experiment by taking tempting short cuts to excessive State control?

Sir PHILIP MAGNUS, the Chairman of the Committee appointed (Southport, 1903) to report upon the courses of experimental, observational, and practical studies most suitable for elementary schools, presented the report. Separate subjects, he said, had already been ably dealt with by representatives of the Sub-Committee, and he would confine himself mainly to the salient features of the general report. In the teaching of arithmetic valuable work had been done of late years by the Board of Education, and the memoranda they had issued contained many sound, practical suggestions to teachers. But the memoranda did not go far enough: they were confined to details and did not pretend to give that co-ordination which was essential to unity of studies. Moreover, they were so far only a counsel of perfection: they were not carried out in elementary schools. For practical studies to flourish there must be an entire rearrangement of the time-table. It was clear that the intellectual and moral, and, to some extent, the physical, training also of boys and girls between the ages of seven and fourteen would be vastly improved if active and constructive work on the part of the school-children were largely substituted for ordinary class teaching, and if much of the present formal instruction were given as it arose incidentally out of such practical work. He had worked out the idea fully in his valedictory address to

the Association of Manual Teachers—an address that had been translated into German and in Germany had borne good fruit. If practical studies, whether experimental or observational or both, were to dominate the teaching, a fundamental alteration in the methods of instruction must be made and certain informational studies that we now pursued by means of reading and lecturing, with very little permanent effect on the children, must go by the board. There could be no doubt that, owing largely to the requirements of the Code and to the effect which the receding shadow of payment by results had cast upon our schools, a system of academic and mechanical teaching had become stereotyped. It was only by attention to practical work, to the encouragement of "learning by doing," that we could hope to lift the teaching out of the grooves into which it had fallen. Children from the earliest age should be taught to think. No one who had watched a child at play could have failed to observe how it spontaneously exercised its reasoning faculties. But in the scheme of the Board of Education manual study was still an extra. There was no compulsion to provide any practical teaching. Ordinary subjects, such as arithmetic and the group known as English subjects, should be taught incidentally and in close connexion with practical work. To the objection that under such a system there could be no uniformity he answered that uniformity was a false ideal to aim at. The principles underlying the teaching must be the same; but in their application there should be the largest variety of method. There was ground for apprehension that the organization of secondary teaching under State control might tend to produce uniformity and cramp the initiative of the teacher, as it had in the case of primary education. He should like to see under every Local Authority at least one school organized on the principle he was commending—the association of muscular work with brain work. For instance, by the present Code drawing was associated with manual work, but not, as it should be, with reading and arithmetic. To carry out such a scheme we must have a different training for teachers. Classes must be much smaller and the teacher must put himself *en rapport* with each individual pupil. This involved large expense; but there would be some countervailing economy. Under the present system there was far too much teaching in our elementary schools. Children should be left much more to themselves. There must likewise be sympathetic inspectors—not young men taken straight from the Universities, but the pick of elementary head teachers. He hoped they would have a full discussion of the revolutionary programme he had been bold enough to propound.

Prof. SADLER then called on Mr. CYRIL JACKSON, sometime Director of Education in West Australia and Senior Chief Inspector of the Board of Education, to open the discussion. Mr. JACKSON said the practical question was how to get over the difficulty of the present large classes; for we could not hope for some time to come materially to reduce the numbers. Our aim must be to impart in the elementary school not a modicum of learning, but capacity to learn. Let every side of the child's nature be developed on the same individual lines. What could be more absurd than to teach a class of sixty children to read from a Reader? In Scotch schools children were taught to read for themselves both in school and at home. They were given books ranging from the story of Cinderella to "Westward Ho!" and were tested by simple composition. He could not support Sir Philip Magnus's proposal to cut out reading as a distinct subject. In the evening classes with which he had been connected he found that no books were read, and at best nothing but the newspaper. Composition, too, till two years ago, had been nothing but the purest memory exercise. Again, big classes should not be taught as wholes. There should, at starting, be a bifurcation into the forward and backward for clever and stupid pupils. The work should be schemed for a term, not a year; and promotion should take place terminally. Lastly, children should be made to read what was interesting to them, and be interested in what they read. The great army of unemployed consisted mainly of those who had no interest in life.

Mr. A. BURRELL, Principal of the Borough Road Training College, Isleworth, dealt, under six heads, with what he termed "mass work," leaving aside the question of correlation. Under the first head of "Physical Work" he said that at present it was generally represented by steaming children in thick clothing performing exercises on an asphalted playground watered once a week by the caretaker. They were now allowed by the Code swimming and games, but there was as yet no mention of boxing or fives or athletics. They should not be satisfied till every Local Authority was compelled to provide for every primary school a local grass field where cricket and football could be played. The primary schools had yet to find their Almond of Loretto. (2) To teach the use of tools was far more important than most of the forms of manual work now in vogue. (3) The geography mass involved the application of a good deal of bookwork, and to it were appended history, biography, and the daily newspaper. As B. H. George had said: "History is geography." (4) In English work the problem of the school library had not yet been faced. (5) In mathematics book work should be greatly reduced and mental work increased. (6) The sixth mass—singing, speaking, &c.—was equally defective. Turning to training colleges, he said that in spite of all

improvements they had not yet hit on the proper method for excluding the unfit. The student, though he had passed many examinations and came to them with the Board of Education's *imprimatur*, was often a person wholly unfit, and one who would always be unfit—physically, intellectually, and temperamentally—to stand before any class or to instruct or train any child. A school was not made by its buildings or laboratories, but by its teachers. Teaching demanded physical qualities, but with intending teachers practical hygiene was neglected. We needed a medico-ethical training. The Board of Education preferred the calculus or Greek to a knowledge of drawing and the blackboard. An old pupil, now working in the Colonies, had written to him: "I never knew what it was to teach under satisfactory conditions till I left England."

Prof. J. A. GREEN (University of Sheffield) said that teachers had not yet risen to the opportunities of new conditions; they still moved in fetters, though the fetters had been removed. The standard of entry to training colleges had been brought down, but the period of training had not been increased. The seeming tendency was to produce a dead level of mediocrity. He advocated the selection of head teachers not by seniority, but from men who had undergone a prolonged training and really studied pedagogics.

Mr. T. G. DYMANS urged the importance of Nature study in country schools: in town it was an extra; in the country it was the daily bread. It should be of immediate practical utility. Thus, they should take not simply wild plants, but the weeds of fields, allotments, gardens, and show how they can be eradicated. Children should be taught to distinguish useful and injurious grasses. Insect life should be studied in bees and bee-keeping. The ostrich was a favourite object lesson: why not choose rather the domestic fowl?

Mr. ERNEST GRAY thanked Mr. Burrell for his brilliant paper as far as he could understand it, but he confessed that to him it was a *feu d'artifice* which dazzled and blinded him. He entered a protest against the tardiness of the Executive in publishing the Committee's Report. The Committee had sat for three years, and yet few of the audience had had an opportunity of even seeing, and yet fewer of perusing, their Report. He referred to a Report of the Consultative Committee on a cognate subject published that week. In it the higher elementary school of to-day was condemned, but in its place the creation of special schools for children between the ages of twelve and fifteen was recommended. The proposed curriculum was not ambitious. It was confined to three subjects, but these were comprehensive ones: literature, science (including mathematics), and physical training (including manual instruction). To the last subject a third of the working hours was assigned. Specialization, in the sense of preparation for a particular trade or industry, was discouraged, but not in the sense of giving a general trend in the direction of manual labour. The very name of this type of school was changed, and they would be known as day continuation schools. They would be distinguished from secondary schools not by the curriculum, but by the age of pupils, strictly confined to those between twelve and fifteen.

Prof. ARMSTRONG thought it lucky that there was no telephonic communication with the Board of Education; else they would certainly have been treated as the Duma, and dissolved as a dangerous set of revolutionaries. They were attempting the radical reform of making practical studies the kernel of school work. He desired a large diminution of mathematics, which was useless unless made a part of the practical work, and so brought home to the learners. He had lately asked a class of children who were working compound fractions to measure the desk before them. The teacher interposed and said they had not learnt that. Much, however, could be done without any change in the curriculum. Children could be made to speak up. In another class which he had inspected the teacher mumbled out instruction and the children mumbled out answers. The teacher, when taken to task, told him that the Inspector liked the children to talk softly! Another thing they could do was to kick that nonsensical psychology from the training colleges. As to the scheme of the Consultative Committee he was not very sanguine. When he was a member of that body he had helped to draw up a scheme of leaving certificates, but the Board had not had the courage to act on it, and it was so much waste paper.

Mr. SYKES (Bradford) wished that the room were full of elementary teachers to show their approval of Mr. Burrell's paper. Their prayer was for freedom to experiment. The Board of Education did not recognize the individual child: it recognized only averages. The report stated truly that "teaching of the kind here indicated can be given only by well trained teachers"; but he was disappointed with what followed. Something more was needed than the reform of training colleges. Less than 50 per cent. of the present staff satisfied the bare minimum of attainment connoted by the training college. "Supplementary teachers" was the euphemism adopted by the Board for the old incompetents known as "Article 68." As to the simplification of the curriculum caution was needed. He had heard the other day a county-borough councillor urging the dropping of manual instruction, and the argument he had used was: "If you cut off these fancy subjects, you can have larger classes, and taught by pupil-teachers."

Miss FOXLEY (University of Manchester) urged that "real" sub-

jects meant not merely what a child can touch and handle, but all that came within a child's experience. The person played as large—nay, a larger—part than the theory—the person as a member of the family and of the community. She pleaded for the teaching of the humanities on the same lines as the new method of science study.

The PROVOST of TRINITY COLLEGE, DUBLIN, brought to the discussion his experience as a Commissioner of National Education in Ireland. Let them not repeat a fundamental mistake that had been made in Ireland. In 1890 a new system of manual training was introduced, and it was sought to carry it out with the existing body of teachers. It had failed, as he predicted, because the teachers were, most of them, too old to learn themselves. Any new reform must begin in the training colleges.

After some remarks by Mr. J. H. LEONARD, Mr. HELLER, and Miss COOPER, the CHAIRMAN summed up. Prof. Sadler said he had rarely heard a more interesting discussion. It had touched on fundamentals; for primary education was the basis on which all education was built, and the remarks had been far-reaching and practical. They had really been discussing the social aims of education. At the outset the aim of the elementary school was to keep poor people in their proper place. The new studies were put into the curriculum with a view of enabling pupils to change their place and rise to a higher social level. Again our view had changed, and we were aiming at a scheme of primary education that would satisfy the whole nation. If attempted on a large scale, he feared that this revolution was doomed to failure. It should be begun on a small scale and experimentally. We must start with small schools, with small classes, and a sympathetic staff. The new learning looked well on paper; but it had not yet been worked out. One side of education, he thought, had by some speakers been overlooked. That which makes a child love a great hero, that which makes him proud to be born in a country and nation for which he would count it his privilege to die—where does this come into carpentry? We wanted to train the constructive imagination through thought—to train a child in thinking ahead of what would follow from certain courses. And we want this done for the children of the poor under practical conditions and without that self-advertisement which too often characterizes private schemes when promoters naturally set forth all the merits and omit all the drawbacks. The model or experimental school must be protected against the interference of ignorant people; yet it cannot be under public authority, for it must teach social reforms—teach children, for instance, that they must not engage themselves as fur pickers in a hair-filled atmosphere. One more caution. Let it not go forth to the world that we think all that is going on in schools is bad because we point to something better. And let us not insist over much that teaching depends on the teacher, not on the buildings. We want both good teachers and good buildings. Though he must rank himself as a member of the left centre, yet he was most heartily in favour of this reform movement.

Domestic Work.

Mr. J. FLETCHER, the Secretary of the Sub-Committee, presented the report. Systematic training should not begin before the age of twelve. The defect of such teaching hitherto had been a too rigid division of the subject into cookery, laundry-work, and needlework. The teaching had, in consequence, been too far removed from the needs and home conditions of those receiving it. The accommodation required for efficient teaching might be provided without much difficulty in large girls' schools, but in small rural schools centres of domestic teaching were recommended. Thrift should be inculcated incidentally.

Prof. SMITHELLS, University of Leeds, delivered an address on "School Training for the Home Duties of Women." He should not be content till he saw the management of the home and the nurture of children assigned as important a place in our educational system as the training of doctors or of engineers. The branch of the subject to which he had paid special attention was the teaching to girls and women of something in the nature of science which should be of real value in relation to the affairs of the household. His object was not simply utilitarian. It was his firm conviction that no man's, and no woman's, work was what it should be unless it engaged and exercised his or her powers of understanding, when it acquired an intellectual interest and gave that pleasure which is only possible to one who is working in the light of knowledge. Yet the household had been hitherto a realm of applied science which our educational system had allowed to remain a realm of rule-of-thumb and of drudgery. Girls were now taught science, and in many schools taught it well, but they had still to learn to apply it. No sphere in human activity more abundantly illustrated the unscientific attitude of mind than the household. Let them recall the common phrases: "The chimney will smoke, the oven won't heat, the jelly won't set, the meat won't keep, the fire won't draw." This was the language of superstition. A demon of adversity is implied behind it all. In how many houses might you not see a poker laid across the fire bars to make the fire draw! This was simply a survival of the belief in the efficacy of the sign of the Cross. Formal science by itself would not do. Those who have taken the highest honours will stand paralyzed

before a smoky chimney. Still less will the other extreme—the lessons in so-called domestic economy, hygiene, &c., tags of knowledge with no scientific basis, a farrago of learned words producing nothing but nausea in the pupil's mind. What was needed, and what he had attempted, was to let a little scientific light into the domestic laboratory. The best syllabus of work that he knew was that prepared by Mr. Heller. Domestic arts should follow domestic science. There was a vast undeveloped intellectual region in connexion with the domestic work of women. It was impossible to exaggerate the evils that accrued from mismanaged homes, and he had lived long enough to know how greatly efficiency in all practical arts might be furthered by well directed intelligence.

Miss E. MARSDEN insisted on the need of a good general education for the intending teacher of domestic economy; some test such as the London Matriculation or the Senior Locals should be required. To secure competent teachers salaries must be raised. The London University and the Goldsmiths' Institute were the only public bodies within her knowledge who paid their teachers in this subject a fair wage. In American training colleges they had too much of pure science, but in England too little. The student should have practice both in primary and secondary schools; but the Board of Education foolishly laid down that the eighty lessons required must all be given in one class of school. And the student must actually give the lessons herself. As it was, she generally taught from ten to twenty times, and heard other teachers from sixty to seventy times. She should not be always supervised, but left to tackle a class by herself.

Prof. ARMSTRONG, in some desultory criticisms ranging over the whole debate, commended Sir Philip Magnus, Mr. Burrell, and Prof. Smithells for the three philosophic contributions made to the discussion. Miss Marsden had aimed too high; they must attend more to the rank and file of pupils and of teachers. Was it wise to talk about domestic science? Would it not be better to leave household affairs to those who really understood them, and teach the sciences independently? What we wanted to implant in those who would have the care of the home was a sense of earnestness, economy, and interest in their work. What we wanted in science teaching was to teach pupils the meaning of an experiment; not the high-falutin' science of school manuals. The psychology of a training college was an imposture. We knew nothing of the laws of mental development; the only thing we knew was that children grew worse as they grew older.

Miss MAUD TAYLOR complained that domestic science was hardly yet taken seriously. The teachers were expected to make a good housewife in forty hours. Children lost at school the natural instinct which led them to make mud pies and dress their dolls, and got nothing in its stead. The science master was no good to the domestic teacher; he never thought of connecting his test tubes with her saucepans. Domestic teachers themselves failed to connect their lessons with the children's homes, of which they knew nothing. Visiting teachers were at a great disadvantage, and each school ought to have a domestic teacher on its staff. She might be employed on other work, such as arithmetic.

Mrs. MARGARET PILLOW gave statistics of decreasing population, which she traced to the growing distaste among girls for home life, in consequence of the many new careers open to them, and to infant mortality due to ignorance.

Mrs. MARVIN, speaking as an ex-Inspector of Schools, complained that the teachers were tested only in technical skill, and that domestic economy was taught only in a fragmentary way. Needlework and so-called domestic economy were taught by the staff; cookery, laundry work, and housewifery were taught outside school by those who knew nothing of what went on in school. Cookery was the most popular subject, and the teaching of cookery had improved. But there was no opportunity of carrying on these subjects after school age—fourteen at the outside—and no permanent impression was made. A radical change was needed to treat the subject as one—a vast realm with many ramifications. Hygiene was hardly touched at present, and in the last year of school life she would introduce the elements of physiology and sociology. At present housecraft was not stimulating, because it was not linked on to other intellectual work. Clever girls hated it. A scheme similar to that which she had adumbrated had been tried for the last two years in Glamorganshire with every promise of success, but it had not yet been sanctioned by the Board of Education. The two points she would insist on were the present want of unity in the subject and the want of unification with other subjects.

Mrs. Prof. MACKENZIE (Cardiff) agreed with the last speaker that there was too great a gulf between the elementary school and home life. From the point of view of training future mothers, the elementary school was a failure. The ideal school of the future for girls would be planned in three stages or departments: (1) Four to eight, a nursery with a motherly woman at the head and plenty of girl nurses; no books or benches, but dolls and toys. (2) Eleven to fourteen, definite instruction in home life, one meal a day to be cooked at an open fire and eaten by girls themselves, as in a cottage; for needlework, dusters to hem and their own clothes to mend; for laundry-work, to do some of their own washing. Time did not allow her to treat the intermediate stage.

Curriculum of the Secondary School.

Monday morning was occupied with curriculum of, and training for teachers in, secondary schools.

The session was opened with a brilliant oration by Mr. T. E. PAGE, to which no *précis* could do justice. We can only attempt to give some of the salient points. The theory that the public schools were above discussion, though held by the whole of the Head Masters' Conference, could not be sustained; the very name contradicted it. Head masters held that the form of education was the best in which they could say, "I am the school; the governing body is so called because it does not govern. Let us stick to our watchwords of Freedom, Variety, Elasticity." There were various motives for this conservative attitude, but, when analyzed, four out of five would be found to be financial. Fifty years ago there was no question of "balance of subjects" because there were no conflicting subjects to balance; there was no confusion because there was nothing to confound. When he was at Shrewsbury, the school of Darwin, there was no science, and mathematics was relegated to the seventh day, on which the precept of the Hebrew legislator was strictly observed—"Thou shalt do no manner of work." Yet the system had its merits. The food of its kind was good and well served, far more wholesome and digestible than the modern menu of the 3s. 6d. ordinary. We must adapt our new methods to new needs—adapt, but not abolish. With all the strides of modern science our sons were not trained to do more noble deeds or think more noble thoughts than Plato in his gardens of the Academe or Diogenes in his tub. What had the public schools done? They had either abandoned classical study, as on modern sides, or retained classics in their entirety and tacked on, in an unscientific and unintelligent way, a little French, a little English, a little natural science, and so forth. The ordinary British schoolboy was absolutely lost and confused. His mental digestion was in inverse ratio to his physical, and the result was nausea. Army classes were vitiated by the fact that they had to prepare boys for an external examination. A body that had hopelessly failed to reform itself set about the task of reforming public-school education. He himself, after having taught for thirty-three years, had been inspected for twenty minutes by a delegate of the War Office. Of modern sides he could not say much. They had diminished the number of human ills by two—Latin and Greek. But they were governed by purely commercial aims and filled by sons of parents who would confine education to what would pay. What was the condition of classics? They were being absolutely ousted from our public schools. No classical knowledge had any financial value whatsoever. But let not scientists exult too rashly in their triumph. He commended to their attention the classical fable of "The Horse and its Rider." The object of education was to teach how to earn a living and to teach how to live. Its two tables of commandments were summed up in the texts: "In the sweat of thy brow shalt thou eat bread" and "Man shall not live by bread alone." At present all was chaos, and the task set before the British Association was to produce order. In an eloquent peroration Milton, Shelley, and Isaac Todhunter were quoted as witnesses to the supreme value of Greek literature.

A paper contributed by Mr. LYTTLETON was read by Mr. EGGER, who premised that he must not be taken as agreeing with the sentiments. The curriculum must be based on the laws of mental growth. There were certain faculties concerned with the acquiring of facts and other faculties concerned with thinking or reasoning. The transition between these two stages occurred somewhere between the ages of fourteen and sixteen. The fault of teachers was to force prematurely the reasoning faculties, and the result of the forcing was evidenced by schoolboy "howlers." There must be a harmonic development of faculties. Physical training was too much neglected. Many brains were incapable of development unless hand and eye were trained together. To arouse the desire to learn was more important than to equip with a conventional minimum of unnecessary knowledge. Language might be taught so as to exercise the memory, or the vocal organs, or literary taste. The dispute of French or Latin was singularly barren. If taught in similar fashion, either language will train the same faculties—memory, reasoning, comparison. If Latin is kept as a mental gymnastic, French will be useful to train the ear and to preserve English vowel sounds from degradation. Later on the pupil will read in Greek at least the "Odyssey" and Herodotus, and, perhaps, some Plato. The respective provinces of the three languages were: Latin for writing, Greek for reading, and French for ear-training. The teaching of Latin and Greek in the same way was a monumental fact in the history of human stupidity. We should either discard one of the two languages or revolutionize our way of teaching it. The attempt to give boys what would be professionally useful to them was futile. Science must form part of the curriculum, but it trained the mind in a different way from language training. Laboratories were useless for boys under sixteen. In the lower school there should be science lectures to large classes—not to give science teaching, but to stimulate to future endeavour. Facts should be given without any learned "jaw." Before sixteen literature should be tempered with science, and after sixteen one should be the principal subject, but neither subject should be wholly excluded. Sixteen was the age at which options should be admitted. Many subjects, such as music,

English composition, history, and geography, might be relegated to out of school work. After all, the question of curricula was of secondary importance. Any subject taught by the right man in the right way might be made educative, only let us banish utilitarian considerations. There was a great deal of clap-trap in this cry for lightening the curriculum. No teacher was ready to abandon his own subject.

Preparatory Schools.

Mr. GIDLEY ROBINSON discussed the curriculum of the preparatory school. The position was much the same as it was six years ago, when Vol. VI. of "Special Reports" appeared. Since then the common entrance examination agreed upon by a Conference of the Head Masters' Association and the Association of Preparatory Masters had come into existence, and this year it had been taken by thirty-seven public schools. It was a great convenience, but it had done little to improve the curriculum. There was a wide option of subjects, and the Head Masters refused to make any subject compulsory. Greek was alternative with German, and science with Latin verse. The main object of the Head Masters was to secure the study of Latin and Greek. He would refer Mr. Lyttelton to the Blue Book as evidence of the disastrous results. It was there stated that "the teaching of the preparatory school is vitiated by the aim imposed on it from above." For eleven years preparatory masters had protested, and protested in vain, against this enforced specialization as bad for the clever and the stupid alike. Head masters still refused to accept the aphorism of the American Committee of Ten: "What is intrinsically the best for any stage of development is also the best for that which comes after it." In the curriculum of a preparatory school English must come first. That English can be taught through Latin translation was an exploded superstition. French must be the first foreign language; it was the best introduction to Latin. The intensive method was essential. Ten hours a week might be given to it. He believed in Latin as a gymnastic, and, if French were thus taught, Latin need not be postponed till twelve, as in the Frankfurter *Lehrplan*. The syllabus of the Nature Study Association, published in 1904, had been of great use as laying down the proper lines for that subject. Similar direction for history teaching was greatly needed.

Mr. O. H. LATTER (Charterhouse) stated that thirty out of the thirty-seven schools above referred to made Nature study optional, and that 30 per cent. of the schools took Latin verse.

Prof. ARMSTRONG said what we needed was a social change. Mothers who sent their boys to Charterhouse did not think what they would be taught, but how well they would be cared for and what a charming host they would find in Mr. Page. It was not as a successful teacher, but as a successful hotel-keeper, that they valued him. Mr. Lyttelton held that the reasoning faculty was not developed till after the sixteenth year. Ladies knew better; they could tell him that it comes into existence about the sixteenth hour. And it grew steadily till children went to school; then it ceased very rapidly to develop. The students who came to him from public schools had two radical defects—they could not speak up and they did not know how to read. He would furnish in every school a big room with a soft carpet for pupils to lie on on their stomachs and lots of books. If that were done, it would not matter much whether teachers taught or not.

Mr. LEONARD drew attention to the lack of proportion in the curricula of most secondary schools and to the overlapping of different subjects. Thus, an elementary form in science had to be taught decimals before they could understand the marks on a ruler, and were afterwards taught it all again in the arithmetic class. So with history and geography, with English grammar and composition. Examinations at the end of term were beloved of every head master as a slack time. A few oral questions would serve the purpose quite as well and save a week or a fortnight in each term.

Mr. A. C. BENSON's paper on "The Secondary School Curriculum" was read by Mr. HUGH RICHARDSON. For the large majority of average boys the classical system, however conscientiously administered, was, under present conditions, a deliberate disregarding of most of the methods by which intellectual influences might be brought to bear on the young. The minute, detached, philological way of teaching Latin and Greek appealed only to the few. The many did not emerge, but scrambled out on the hither side, and remained materialists for life. The principal defects of public-school education at the present day were its diffuseness, its lack of concentration, its vagueness, its desultoriness. The crying need was simplification. By taking out of the ordinary educational scheme, one by one, all the component parts which were not absolutely essential, and by keeping the balance of subjects carefully in view, it would be possible to arrive at a simple core of education which should be available for all boys, while a little should be added at one point or another, with careful reference to the tastes and abilities of individual boys, by which the emphasis might be laid on one group of subjects rather than on another. The scheme was not in the least unpractical, because, though individual characteristics were strongly marked in boys, yet it was very easy to group them on certain fairly broad lines, and, if the experiment were tried on a large scale, the numbers would probably not be found to vary seriously. French, arithmetic, modern history, English and

European, with geography, elementary science, taught by popular lectures with demonstrations, Bible-teaching, and English, should form the central core of education. This would be ample for the majority of average boys. The French should be taught most thoroughly, so that a boy would be able to read it with absolute ease and write it flexibly and accurately; and the same should apply to the boy's writing of English. The modern history of England and Europe would give the boys an inkling of the development of modern political questions, whereas the custom of doing isolated periods produced nothing but mental confusion. According as it was discerned what the boy's special idiosyncrasies were, so should those abilities be catered for. A boy with literary and linguistic tastes might do Latin, Greek, and possibly German; a boy who was linguistic and not literary could do German and be spared Greek. Of course, mistakes would sometimes be made, but they were made on a far more colossal scale now. He deprecated the outcry against utilitarianism. A study was none the worse because it had a practical use hereafter. One of the defects of classics was the absence of any marked aim or object that could be realized by the average boy.

Leisure Hours.

Mr. ARTHUR ROWNTREE said that the following was a fair allotment of the hours of a week (reckoning Sunday as a *dies non*):—Class-work and preparation, 40; sleep, 54; meals, 12; games, &c., 18. There still remained 20 hours for leisure pursuits. To fill these well was half the battle of school life and discipline. Individual tastes must be encouraged, and thorns and briars obstruct the path of the loafer. He gave instances of the various pursuits of the Natural History Club at Bootham School, which varied from land shells to archiepiscopal vestments. It helped to solve the problem of the "duffer." One boy who had for years wasted his substance in riotous line-writing had thereby been turned into a model pupil. Guidance in the selection of hobbies was necessary. A boy who had been urged to make a collection of some sort had set about collecting the labels of beer bottles. He invited an inspection of their Natural History Club work at the school.

Mr. FLETCHER (Irish Board of Agriculture) repudiated the epithet "sordid" applied by Mr. Page to bread-winning studies. Which was more sordid—for a man to earn his own bread in the sweat of his face or to eat the bread of another? Mr. Page seemed to think that no culture of any kind could come from the study of science. He repudiated also Mr. Lyttelton's dogma on the late growth of the reasoning powers as a wicked aspersion on childhood. Laboratories, forsooth, were to be reserved for specialists over sixteen, and all below that age were to be pap-fed on lectures. All teachers who really cared for science had been endeavouring for the last ten years to get boys away from crowded lecture-rooms, where they learnt nothing, and put them in the workshop.

The CHAIRMAN, summing up the discussion, remarked that, by tacit consent, the secondary education of girls had been omitted—a large subject that called for separate consideration. The discussion justly reflected the prevailing discontent with the results of public-school education; but as to the remedies there was the widest diversity of opinion. They had made the irritating discovery that no particular person, not even the most abused head master, was to blame. In the last resort it was the parents who were at fault: it was they who must insist on reform. What was taking place was a change in our point of view. Let us not in criticizing forget our gratitude for what the public schools had done and were still doing. With all their faults there were no schools in the world to which their pupils were more attached, none in which the self-devotion and pastoral care of masters were greater. What was needed was to relax the too-tight bar which restricted the passage from the preparatory to the secondary school. The test examination to which boys were subjected on entrance was far too narrow. We needed to curb the inordinate desire of parents that their sons should win scholarships. It seemed to him a case of conscience whether many parents were justified in taking these scholarships, which were intended by their founders for the needy. The whole system needed overhauling. We had begun at last to legislate for the average boy, and there was some danger that with the swing of the pendulum we might, as in Germany, sacrifice the clever to the average. Mr. Rowntree had shown them the danger of considering the intellectual side of school life confined to school hours. There was a third danger—that of over-teaching boys, as well as girls, during the period of adolescence. He regarded with some apprehension the scheme for setting up a State examination at sixteen or seventeen which was to serve as an entrance to all the professions. Anything that tended to make a boy think that a leaving certificate was the end-all and be-all of learning was to be deprecated. It was not an old civilization that was fading from the view. They had left the old behind, and the new was hardly yet in sight. The new order, if he might venture to prophesy, would come through a sense of responsibility in the upper classes for the common weal. Social service would be its symbol. The humanities would still remain the dominant factor in education; but there would be far more of constructive work.

Training of Teachers.

Prof. J. J. FINDLAY read a paper on "Scientific Method and the Study of School Teaching," of which we give the summary.

I. Progress in the study of education has been hindered:—(1) By the error made by the earlier advocates of training in treating the study of education as a kind of applied philosophy.—The work of eminent psychologists, such as Profs. James Ward, James, and Dewey in America, has, however, served to clear this issue. It is now recognized that the chief service to be rendered from that quarter is in utilizing the results of experimental psychology, and especially of genetic psychology. The latter, in its more popular form of child study, is already producing definite results in school practice. (2) By the popular interest in education and in schools.—Everybody has a direct interest both in the political and personal aspects of the subject, and readily adopts an opinion on many topics embraced under the term. Hence the necessity for such prolonged investigation as is demanded by other branches of science has been commonly denied—no less by men of letters and science than by the general public. (3) By the extensive range of studies included under "education."—Thus the only topics so far handled in a scientific method by this Section are those concerned with the public administration and organization of education. In these fields the method is similar to that pursued in economics or politics. But in school teaching the method must be different. Results can only be secured from the observation of children while actually acquiring school experience. (4) By the peculiar difficulties to which such prolonged investigation of children is subject (difficulties which in part account for the reluctance with which both teachers and public authorities welcome any "reform" in school procedure).—The achievement of any new "result" in school teaching requires the co-operation of several teachers with children placed in their hands for several years, the whole process being conducted with persistence and continuity.

II. Hence some of the important reforms introduced into English schools (e.g., in manual training, modern language teaching, practical mathematics) have been due, not to investigations conducted within the schools on a scientific method, but to movements outside the schools, which have first of all gained the public ear, and have then been adopted without an adequate inquiry into children's nature or needs. Thus these reforms have largely gone to waste.

III. Other reforms, however, have been produced with a greater approach to scientific method—i.e., they have been prefaced with a definite theory as regards both the ideal to be achieved and the nature of the scholar who is to undergo the experience—followed by a definite experiment in applying theory to practice over an extended period. In England the work of Arnold of Rugby approached this character, and also that of William Ellis in the Birkbeck Schools. In Germany the work of Herbart and his followers has been associated (not without great opposition) with the Universities, and has created a definite group of teachers professing adherence to "Wissenschaftliche Pädagogik." In America there are many examples: the influence of Prof. Dewey, in his Experimental School (University of Chicago), is perhaps the most conspicuous.

IV. Conditions under which such prolonged experiment can be conducted with prospect of success.—(a) There must be assumed a fairly comprehensive theory, both of the ideal to be achieved and the processes by which the scholar's experience should develop during the years of school. (b) A staff of teachers in sympathy with this theory and prepared to co-operate in executing the plan over a period of years. (c) A sufficient number of scholars in small classes who may be expected to remain under observation and teaching during one well defined period of school life. (There is usually no difficulty found in securing all the scholars that are needed.) (d) Time available for keeping records of the processes adopted (syllabuses, notes of lessons, &c.), and records, also, of the mental and physical progress of each scholar.

V. Effect produced upon teachers and students of education who work in such a "laboratory."—The habit of treating problems of teaching in a scientific spirit, instead of relegating such problems to the region of prejudice and tradition is in itself a most important effect. Such a habit is not easily acquired. It by no means follows that men who are scientifically trained in one branch of science would transfer the habit to their treatment of educational science.

VI. Effect upon the theoretical exposition of education by professors and lecturers when their work is associated with a school which they direct.—Speculations as to cause and effect are thus limited by educational results.

VII. The plan proposed in the Demonstration Schools at Manchester to investigate school teaching on such lines.—The following topics have so far received special attention:—Elementary teaching of modern languages, of practical mathematics, and of literature; association of parents with school life; experiment with a school "camp" (transferring town scholars with their teachers for teaching and training during a short period to the country).

VIII. Recognition and support of such "laboratory" work by Universities and by public authorities are urgently demanded.

Miss E. CONSTANCE JONES urged that lecturers in training colleges, both primary and secondary, should have undergone a thorough course

of psychology and moral science at the University and also had practical experience of teaching. There was a tendency to underrate the value of psychology; yet all the reforms advocated by Prof. Armstrong, Mr. Heller, and other speakers were based on psychological considerations. Psychology stood in the same relation to education that physiology did to medicine. Education was the only profession in which untrained skill was preferred.

Prof. GREGORY agreed with the plain man denounced by Miss Jones who thought that psychology was in the air, that the good teacher had learnt more of the mind of the child than any professor. The psychologist was in the position to-day of the schoolman in the days of Galileo: he expressed what every one knew in words that no one understood.

Miss STURGE (Mount School, York) said that head mistresses were now agreed that some training was necessary, but as to the kind of training they desired they were still at sixes and sevens. It seemed to her that they expected of training more than it could possibly give. There was no royal road to teaching, any more than to learning, and a year's training would never turn out an experienced teacher. What she hoped to find in the trained teacher was a certain attitude of mind, more humble, less rigid, more enterprising. That attitude was produced by the theoretical rather than the practical side of the work, and she should be very sorry to see this diminished. Yet at the Hull Conference of Head Mistresses a resolution had been passed that theory should be kept within due bounds, and at the last conference of the Assistant Mistresses it had actually been proposed that the theory of education should be omitted from the training college syllabus and taken as an Honours course at some later stage. Even as it was, the text-books in use at training colleges contained a modicum of watered-down applied psychology and a flood of weak moralizing and platitudes. True, psychology would not help the teacher in his everyday work, but it would give him an attitude of mind, a background, a basis.

Mr. OWEN (St. Peter's School, York) agreed with Miss Sturge as to the proper place of psychology, but held that the personality of the teacher was the all-important factor. There was in England no career for the teacher *qua* teacher, and there was a danger that the increased expense of preparation would act as a deterrent and still further limit the supply. He suggested some possible remedies. (1) Candidates for any administrative post, such as Secretary for Education to a County Council, should be required to have had experience of teaching in a secondary school. (2) All educational institutions should be exempted from rates and taxes. (3) We were living on the munificence of the Middle Ages. We must appeal to the rich for new endowments, not earmarked for building. (4) Fees must be increased. Parents had been pauperized and expect to get for £10 or £15 what cost, even with the present low rate of salaries, £20 or £25. (5) State grants must be increased, and these must not be absorbed by huge offices and an army of clerks.

Mr. F. E. POLLARD (Bootham School) advocated training by practice under supervision in some large efficient school, rather than by giving isolated lessons in classes with which the candidates had had nothing to do before and would have nothing to do afterwards.

Miss HORSEDALE (University of Manchester) urged that the training student should be led to frame a psychology for himself from the facts that he observed in the practising school.

The second portion of Mr. A. C. BENSON's paper was then read. Mr. Benson hoped to see the day when a training department would be the normal adjunct of every great public school. Such practical training should then be followed by a six months' course of theory. The training should not be too protracted nor too scientific. He dreaded to see the art of teaching being too much systematized. Teachers should be encouraged to make their own methods. He had a horror of any man's adopting any system in its entirety. A teacher should never regard a pupil as typical.

Prof. FINDLAY then replied. The attitude of Prof. Gregory and other speakers towards psychology was that of the farmer to the science of agriculture. Speaking from his own experience, he could honestly say that every act that he had performed as a practical teacher he could refer to a psychological principle. The common knowledge of which Prof. Gregory spoke—what every one was supposed to know about mind—was just one of those popular errors that most hindered the progress of educational reform. As rebutting the charge that psychology was in the air and had reached no conclusions, he recommended a study of Prof. Dewey's "The Child and the Curriculum," which was based directly on observations of child activity in the school.

The CHAIRMAN desired, in particular, to thank the ladies who had contributed to the discussion. It was the women teachers of England who had led the way in the scientific and philosophical treatment of education. Mr. Owen had expressed the general apprehension that there would not be enough good teachers to go round. For a future supply we must look mainly to the growing sense of social duty and mutual help to turn men's thoughts towards the teaching profession. In the last resort it was not money, but a sense of duty, that would fill the gap. We could never hope to compete with the brilliant prizes that commerce and administration offered to the successful. It was this sense of public duty that had created the Danish high schools and the German secondary schools. University training and apprentice-

ship in the school were not mutually exclusive, but complementary. He hoped to see the system introduced of allowing a term off for scientific study. At the end of five years a master should be granted one off-term, at the end of ten years two, and after fifteen years' service a whole year. The thanks of the profession were due to Mr. Mosely for showing how this off-term could be utilized. Returning to the question of the supply of teachers, Prof. Sadler said that in his inquiries he had found the lack most apparent in day secondary schools, and this was accounted for by the miserably low salaries. The average salary of an assistant master was as follows in the counties he had inspected:—Essex £140, Derby £126, Hampshire £160, Lancashire £150. He had advocated a scale which he hoped would be adopted by all Local Authorities—initial salary for assistants £150, rising by annual increments to £300 or £350, with a retiring pension at the age of fifty five and some allowance for widow and children in the case of premature death. It might further become necessary for the State to offer, say, thirty places a year for young men who would undertake to prepare themselves for the work of secondary teaching and give proof of their competence. Such State-paid masters might be attached to schools as part of the Government grant. There must be further State aid for the establishment of training departments.

Inspection and Examination.

Thursday's session was opened by an address by Prof. ARMSTRONG on "The Juggernaut of Examinations." He began with a note of warning to secondary teachers. Let them beware of putting themselves under the yoke which primary teachers had hardly yet shaken off. With the spread of liberal ideas they were threatened with the loss of individual freedom and universal State control against which Herbert Spencer had warned them. It rested with the schools to maintain their independence, but there was little evidence that the teaching profession was alive to its danger and its duty. The leaders did not make use of the opportunities offered them by these meetings. The defection of Canon Lyttelton was significant; he was typical of those who did not take these matters seriously to heart. The ideal system would be for the schools to examine themselves, with the aid occasionally of competent assessors, as in Germany. Knowledge in the future would not be undervalued—it would be demanded more and more; but discipline and character would be demanded still more. By character he did not mean what the present public-school system was said to produce, which too often eventuated in little more than turned-up trousers as a social badge. Unfortunately, the teaching profession was not yet a self-respecting profession in this country, in the sense that it did not claim recognition as the most important of all the services. If education made the man, no class of men could be of more importance to us than the teachers; that they should be the worst paid and least considered class of public servants was nothing short of proof that we had as yet no clear conception of their function. About three years ago the Consultative Committee of the Board of Education produced a scheme for a school-leaving examination, involving the participation of the teachers; but the teachers cried out: "For heaven's sake do not let us have any part in it!" and the Universities threw cold water on it. One University frankly stated to the Committee the reason—they would lose their fees. Those who declined responsibility and behaved as slaves could not expect to be treated as patriots, and, if the Board of Education received such scant encouragement, it was natural that it had remained spineless to this day. The public loved examinations. Our examinations, however, did little more than grade candidates in rough order of merit with reference to the particular test applied, but gave little or no proof of merit. The present system encouraged dishonesty at every turn; an examination was a game between rivals—not a test of true education. If examinations were honestly conducted, and papers strictly marked according to merit, the results would be terrible. There should be no examination except in conjunction with the school staff.

Mr. W. MAYHOWE HELLER said his work as an Inspector had been mainly concerned with primary schools, and he would confine his remarks to them. There was no doubt that the transition from the system of payment by results to that of payment by inspection had been accompanied by a falling off in the main grant-earning subjects; but it would be an educational calamity to revert to the Chinese slavery of the *ancien régime*, and the only question before them was how to make inspection effective. The function of the Inspector was to see that public money was well spent and that the teaching was effective. The Inspector was a servant of the State or of the Local Authority, and his instructions must be definite. Formerly he was expected to be an examining machine: now he was more concerned with the work of the teacher than of the pupil. Is the school well organized? Is the time-table well balanced? Are lessons adequately prepared by the teachers? Are the pupils interested in their work?—such were the questions that the Inspector was bound to answer, and for these duties and responsibilities Inspectors, as a rule, were not prepared. In Ireland they had, till quite recently, been appointed by competition, as for the Indian Civil Service. There was no guarantee that they had had any teaching experience; still less that they had had experience of the kind of schools they would have to inspect. In one Irish school he had

heard an excellent science lesson given by a teacher; but on investigation had discovered that this was the only science lesson given in the year, that it had done duty at three previous inspections, and that the school, on the strength of it, had obtained a report of "excellent" in science. An Inspector was bound to be familiar at least with the aims and methods of all branches of knowledge taught in the school, and for the secondary school there must needs be two classes of Inspectors—the literary and the scientific. Teachers needed not so much criticism and censure as suggestion, help, and encouragement; and it might be well to substitute "Adviser" for the more formidable title of Inspector. To pass to details, he thought there was little profit in Inspectors hearing lessons given: neither the teacher nor the pupils were under natural conditions. The Inspector could gain a far truer impression by giving a lesson, or part of a lesson, himself. If he adopted a cheerful bedside manner, he could soon put the class at their ease. The publication of reports was not desirable: they should be confidential documents. The want of uniformity in the standards of Inspectors was a grave evil to be met partly by visits to other districts, but chiefly by frequent conferences of Inspectors.

Sir HENRY CRAIK said that in listening to the discussion he had been delighted to find that the reforms advocated were for the most part already carried out in Scotland. There inspection was not regarded as something outside of the real work of education, but as an integral part of it. He did not see how they could dispense with some form of inspection, or, as he should prefer to call it, visitation, of schools. There were two alternatives. The locality might be allowed to fix its own standard without any central control—a system which had obvious advantages, but would never work over England as a whole. Or, as in France, the State might assume a part in the management of schools—a system opposed to our traditions and national genius. The *via media* was to try and make our inspection as little irksome, as little dictatorial, as possible. The trend of the Scotch Department was to make inspection more advisory and less dictatorial. Their Inspectors were instructed to record the aims and methods of the teachers, to lay more stress on colloquies with teachers and managers than on written reports. More and more was left to the masters themselves. Thus their leaving certificates were awarded mainly on the verdict of the teachers. For inspection of secondary schools they had a few permanent officials, but went mainly into the open market. In fact, they had a large floating staff. In this way they were able to secure the services of eminent men and also to bring the Universities through their professors into touch with the schools.

The CHAIRMAN summed up the debate. In primary education there was going forward a great change in our ideals. It involved one radical reform—smaller classes. It would take some time for Inspectors to alter, so to speak, their focus to suit the new prospect. In secondary education inspection was in the exploring stage, trying to understand the conflict that was going on. The multiplication of forms to be filled in was a heavy tax on teachers, and he suggested that a single form, to be filled in once a year, might be drafted which would give all needful information. The Inspectorate should be closely in touch with the administrative side of the Central Office, and it would be an excellent thing if there was an interchange of work between the Inspectors and the staff at Whitehall. The knowledge gained by Inspectors should be made available in some published form for the general public. More should be done to get Inspectors in different grades to work together, and there should be fixed conferences of teachers to compare notes as to methods and organization of work. The number and variety of schools in England constituted a special difficulty; yet any organization would be dearly purchased that crushed or thwarted private enterprise. Inspectors should not be overdriven in their work; they must have leisure to see other districts and foreign systems, in order to produce the cross-fertilization of which he had spoken in his address. Examinations must continue in some form or other, if only as a means of selecting the fittest. What we needed, especially in secondary education, was to cut out the non-essentials in teaching and the "marginal inutilities" in which examiners were tempted to revel. He would suggest three pressing reforms in school examinations:—(1) They should be reduced in length and in the value attached to them, and the term's work should count more. (2) An oral test should form part of every examination. (3) Original work should be encouraged. A good test of ability would be to set a thesis and see what a pupil provided with ample books of reference could make of it in three hours. In England we rightly valued pluck and grip, but we underestimated thought-compelling originality.

Modern Languages.

In the last session, on Tuesday afternoon, Prof. FINDLAY led off with a paper on "Processes involved in the Acquisition of a Foreign Language." He summed up the results of experiences partly personal and partly of investigations in classes taught or directed by himself since 1891:—

- I. (1) The process is fundamentally one of acquiring habits of automatic reaction in the association of foreign symbols with ideas.
- (2) Distinctions between reading and hearing, speaking and writing are of minor importance.
- (3) The employment of language (native or

(Continued on page 644.)

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foreign) is a synthetic, not an analytic, process; the recognition of the single symbol is merely a step (and often an unnecessary step) towards the immediate recognition of the general sense of a passage. But an equivalent in the vernacular may often be suggested for a moment and then encouraged to sink below the threshold of consciousness. (4) In contrast to other arts (compare, e.g., golf) the special hindrance encountered in acquiring a second language is due to the extraordinary resistance of the native speech "centre." (5) Hence to the beginner the path of least discomfort is to interpret the foreign symbol through the native symbol, and thus to set up a translation habit which is really a bar to progress, since objects of thought can only be symbolized with effect when the objective, the thought, is directly expressed by the symbol appropriate to it. (6) When once the establishment, mental and physical, of a new speech centre is begun, with its accompanying set of experiences, the force of resistance rapidly diminishes. (7) The rate of progress depends (a) upon the intensity of the learner's absorption in the new art during the early stage; (b) upon suitable environment, with appropriate objects of thought. (8) When the new habit is established in only a small degree traces abide for a great length of time, and can be easily recovered. (9) A month's residence among foreign people, or a year's course of school instruction, suffices to overcome the resistance in its earliest and strongest stage. (10) The use of a special phonetic script is of doubtful value to learners, except to adults who have received a philological training. (11) The study of changes in nervous function accompanying the mental process are not at present adequate to confirm these conclusions, but inquiry into cases of aphasia among bilingual people may be expected to throw some light upon the nature of brain centres for foreign speech. (12) The attempt to "establish" two foreign languages at the same time should not be made: each tends to inhibit the other. French, e.g., should hold the field for three years at least before German or Spanish is introduced. Latin, however, taken on a translation method, does not appreciably interfere.

II. New factors presented when classes of twenty-five to thirty-five are taught together:—(1) A body of teachers are needed who can be relied upon to carry through the experiment over several years. (2) The general efficiency of the school life and teaching in other departments affects vitally the issue in success or failure. (3) Detailed preparation for each portion of the work by the teacher is essential; teachers can seldom find time for such preparation when in full practice. (4) Progress is hindered by the incapacity of some scholars to apprehend new sounds; on the other hand, the stimulus of numbers (here, as in all branches of teaching) aids progress.

III. In order to carry through an extended piece of work of this kind, the teachers concerned need to come to some agreement as to the working of cause and effect in mental development; so long as "direct" methods of teaching are regarded as leading to enfeeblement of mind, it is unlikely that analytic methods will be discarded. This applies still more to the methods adopted by examiners and inspectors. It is obvious that no finality in quantitative results can be recorded such as are forthcoming in more familiar fields of scientific investigation. But it would be feasible, by adequate inquiry (with a check upon varying data and conditions), to secure records vouched for by competent authorities which would help to solve some controversies. But such investigations must extend over a period of years, and the "results" must be sought in the positive attainments of the scholars at the close of the period.

The CHAIRMAN suggested that each paper should be debated separately. To start the discussion he remarked that it seemed as if the learner of a foreign language had for the time to assume a different personality. A friend of his had told him that, after a prolonged visit to Germany, it took him a fortnight to recover his English personality. If this was so, the dramatic element should be made use of in modern language teaching, *non obstante* Plato. It was a question whether the New Method should not be extended to Latin teaching.

Mr. TREER (Denmark) took exception to (2) and (10) of Prof. Findlay's theses. In Denmark the use of script for beginners was universal, and precedence was given to the spoken over the written language.

Prof. FINDLAY thought that the Danish experiment of script was not conclusive. Pronunciation was learnt not by reading, but by imitation. (2) was intended simply to anticipate any discussion of the respective merits of learning by reading and writing as distinguished from speaking.

Miss HARRISON (Mount School, York) read a charming paper on "The Cultivation of Literary Taste." It was a plea for *Lehrfreiheit* and *Lernfreiheit* for the free play of natural influences, as in the childhood of Scott and Wordsworth, and for instilling a love of books, especially of poetry, as the chief aim of the teacher.

Miss THEODORA CLARK described the system of private reading followed in her school. A book for private study was prescribed each term and also as a holiday task, and a stiff examination paper was set in it. This excited a lively interest among the girls, and for their holidays they had asked that a novel might not be set: "You can't find so many things to get hold of in a novel."

Prof. ROBERTSON (University of London) read a paper on "The Position of German in the Educational Curriculum." In the last

(Continued on page 646.)

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fifteen years there had been a steady decrease in the study of German. In schools where there had been large classes it was now hard to get a German class together. At the last Intermediate Examination of the University of London the proportion of candidates taking German was to those who took French as 1 to 40. For the Matriculation Examination he had not statistics. Various explanations of this atrophy were offered, none of them adequate. The commercial rivalry of Germany had made German unpopular with the middle classes. Germans learn English, and, therefore, there is no need for English to learn German. We tend more and more to specialize. Once it was French and German; now it is French or German, and French is preferred as the easier language. These might be *verae causae*; but they failed to explain why in Canada and the United States German held the first place among modern languages. In America a knowledge of German was considered an essential part in the education of cultured citizens. Americans were more alive than Englishmen to the needs of a scientific training. But the question must be raised to a higher plane than utilitarianism. In the first half of the nineteenth century, from Carlyle to M. Arnold, the best minds in England were in close touch with German thought and poetry. Now German literature was of no account in England—witness the place assigned to it in the "World Library." For this the teachers of German were greatly to blame. They had rarely themselves the knowledge and sympathy essential in order to interest their pupils. French was generally their *Hauptfach* and German a *Nebenfach*. It would be a great step forward if the combination of French and German could be replaced by masters who took French and English or German and English. The true way to the study of German (or of French) was through the mother tongue, and in the same way for the study of a foreign literature the best method was the comparative. The importance of German depended, as American educational leaders had recognized, not merely on the utility of the language as a tool for the student of science or philosophy, but as a means for bringing us into touch with a literature invaluable for the development of the Anglo-Saxon mind: it introduced us to a criticism of life and an attitude towards art and literature which were of supreme value as correctives to the more sternly practical ideals of the English and American peoples. The teachers of English in Germany had succeeded in making Shakespeare a national poet, read and appreciated by all. The same could not be said of Goethe and Schiller in England.

Mr. STORR, as an Examiner, was able to supply the missing statistics for the London Matriculation. The proportion of German

to French was almost exactly 1 to 10. In the Scotch Leaving Certificate Examinations it was nearly 1 to 5. He attributed the decline in German to the present tendency to lighten the curriculum, and, so far, he could not regret it. He would sooner see no German in schools than have three foreign languages imposed on the average pupil. The remedy lay in the abolition not only of compulsory Greek, but of compulsory Latin. For the modern sides he held that the two compulsory languages should be French and German. German in its earlier stages was as hard as Greek, and, for the modern-sider, more educative, since it offered him a vista: if he was worth his salt, he would carry on the study; whereas, Greek would in ninety-nine cases out of a hundred stop with the Little-go.

Prof. SADLER could not admit that the influence of German thought in England was on the decline. To say nothing of the ascendancy of German music, for a solution of the questions that most concerned us—the relations of capital to industry, the claims of the State, and the duty of the individual as regards the State—we looked for light and guidance to Germany.

The New Method.

A paper on "The Results of the New Method of Modern Language Teaching," by Mr. F. B. KIRKMAN, was read by Mr. STORR.

Mr. KIRKMAN said that the New (or reformed) Method was a broad banner with many devices, and under it were enrolled many teachers who had failed to grasp the very first principle. This was to establish a direct connexion in the pupil's mind between the object of thought and the expression of thought. It was not, as many supposed, opposed to reading, and its aim was not to impart the power of talking fluently, but to make the pupil understand and appreciate the genius of another nation. A secondary aim was to produce international good feeling; and something, though not very much, might be effected in this direction by the choice of suitable Readers. The use of script was still an open question and one that we could hardly hope to solve by experiment. Good results had been obtained by both methods. The books set in Oxford and Cambridge examinations had in the past been most unsuitable, but now a choice was offered between set books and unseens. Many teachers, either from habit or because they did not read the directions, continued to hug their chains. Teaching by the New Method was most exhausting work, and English teachers should rebel against the long hours, from twenty to thirty a week, whereas the maximum for a teacher in France was eighteen.

A vote of thanks to the Chairman concluded the proceedings.

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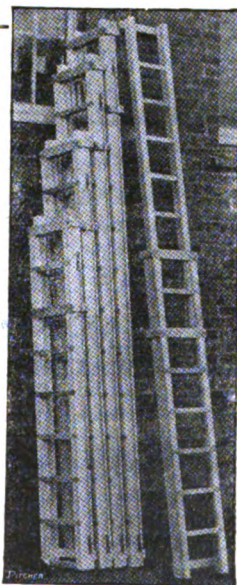
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OCCASIONAL NOTES.

THE endless difficulties and complications of the Education Bill perplex and worry simple folk, and there is a growing tendency to ask: Why could we not let well alone; why not go back to the *status quo ante 1902*, the happy concordat of 1870? We need a sharp reminder that this golden age is a past that never was present, and such a reminder is furnished by the recent proceedings of the London County Council. It will be remembered that as far back as May, 1905, the Council condemned 108 non-provided schools as structurally unsuitable and required the managers of 351 others to carry out the alterations required to make their schools safe and sanitary. Various times were allowed for effecting these changes, and, as the latest date fixed approaches, the Council have determined to take action. The latest report states that in 30 cases the requirements have been carried out fully, and partially in the case of 100, while 50 schools have been, or shortly will be, closed. There remain 279 schools, in which, as far as the Committee can ascertain, nothing has been done. These schools are classified in the report according to degrees of insanitariness; but, for our present point it is enough to note that the first class consists of 98 schools where the sanitary arrangements are pronounced dangerous and the third class of 19 schools which refused to permit sanitary inspection. The Council have wisely decided to extend the time of grace, choosing, as the lesser of two evils, to run some risk to health rather than turn some 40,000 children into the streets to starve intellectually and morally. But what shall we say of the Church managers? That their poverty, and not their will, consents. That is their best and only plea, but it gives their case away and allows the absolute necessity for public support and consequently of public control. "Cleanliness is next to godliness" is the text (not, as vulgarly supposed, in the Bible) on which the

non-provided schools have set up their rest; but they have been careful to lay the stress on "next."

FOR cool impertinence the Bishop of Manchester's letter in the *Times*, August 29, will be hard to beat. "It [the West Riding judgment] is a serious matter for the teachers in denominational schools"—but this is a trifle. Where there is no contract between managers and teachers the managers will simply hand over the reduced sum that they receive from the Local Authority; and where there is a contract they will give notice to the teachers so as to readjust the salary, and, if the Local Authority refuses to confirm this readjustment, they will close the schools. "Some small amount we might be compelled to pay for heating and lighting during religious instruction, but the sum would not be serious." The Bishop reminds us of the Irish absentee landlord who when informed by his agent that he had been fired at by moonlighters replied: "You may let them know that they may shoot any number of agents, but they will not intimidate me." The executive of the N.U.T. have given undue importance to the letter by passing on it a formal vote of censure.

THE resolutions passed by the Association of Teachers in Technical Institutes respecting the proposed High School of Technology at South Kensington, popularly known as the London Charlottenburg, are drastic; they demand, in fact, that it should be the centre of federation embracing the whole kingdom, and not simply a technical institute for London. Like the postscript of a lady's letter, the weightiest resolution comes last: "The institution should be permanently independent of University control." The best authorities in Germany, as we have pointed out in previous articles, are opposed to this divorce between applied science and the Universities. For the rest, the demands seem to us reasonable—that nineteen be the minimum age for entrance, and that an adequate test of previous training be imposed; that the work of existing technical institutions be co-ordinated, and that these institutions should be represented upon the governing body.

THE Chairman of the Association of Assistant Masters, Mr. C. H. Greene, of Berkhamsted, delivered a powerful speech at the Mercers' School urging the need for improvement in the position of assistant masters. He is quite right in saying that while the country, as represented by the Board of Education, and the rate-payers, as represented by the Local Authorities, are pouring out money on inspectors, buildings, and administrative control, the assistant master remains where he was. Yet on him depends very largely whether the money spent by the Authorities shall bear fruit or not. The average salary throughout the country probably remains at about £120. Under modern conditions of life no one can bring up and educate a family according to middle-class ideas of comfort and culture on such a pittance. Yet, as Mr. Greene points out, the one serious effort that has been made to improve the status of the teachers in secondary schools is about to be abolished by the present Government. Mr. Greene had also something to say about the position of the head master. "He is more the slave of popular and ignorant opinion than the assistant master. He must purvey an education according to popular fancy or lose his scholars, his capitation fees, and his reputation." The meeting carried resolutions in favour

of the establishment of a Register of Secondary Teachers under a representative professional council ; and expressing the opinion that Inspectors' reports should be issued in two parts, one dealing with the school generally and to be published, the other containing detailed criticism for the eyes of the staff only.

TO Lord Londonderry the West Riding judgment has come as a complete surprise. He is no doubt perfectly sincere in saying that the Government in 1902 "fully believed that the Education Authorities were not only empowered, but were forced, by the Act to pay for denominational teaching." He believed that Mr. Birrell's surprise was equal to his own, and he called upon the present Minister of Education to state at the earliest possible moment whether he and his colleagues meant to appeal against the decision or to accept matters as they now stand. With regard to the Bill that is before the country his lordship had no hesitation in saying that it was "absolutely unjust" and that he was sure that the majority of the people desired to maintain denominational education. Here we join issue with Lord Londonderry. We do maintain that the majority of the nation desires, and will insist upon, religious education ; but we do not believe that the majority, or indeed any considerable number, of laymen desire to admit or support the claims of the Church of England to control that education on the lines laid down by the loudest speakers in the Church party. The real difficulty lies in deciding what religious education shall be taken to mean. We believe that the nation as a whole deems conduct more important than doctrinal belief. Judging from the utterances of the leaders and supporters of denominational education, one might suppose that exactly the reverse is true.

THE series of articles on educational subjects which the *Times* is publishing—with, a view, apparently, to the formation of public opinion on the matter of curriculum—may be taken as an indication that the upper classes are beginning to care about such matters and are interested in the problem. But, however good each contribution may be in itself, the whole is not sufficiently informed with one mind to have the force of a body of authoritative suggestions. It would seem that we have talked in the air for long enough. It is not altogether true that the schoolmaster is in the hands of the parent or that he has to provide the education demanded by the public. The lay mind will always listen to the expert when the expert produces a well considered scheme with definite aims. We suffer at present from a multitude of advisers at war with one another and not quite fully convinced of the value of their own advice. We do not over-estimate the importance of the expert or official opinion. Schoolmasters must take a broad view and get help from other sciences and professions ; but, after all, it is for schoolmasters, taking the term in its widest sense, to produce the curriculum for the various grades of schools, with their various ends and aims. Until the teaching profession is more fully organized we cannot hope to have any general expression of opinion that will carry undoubted weight. In the meantime desultory talk can, at any rate, do no harm.

A LETTER written by "A Tramp" has appeared in the *Westminster Gazette*, calling attention to the ignorance shown by the labouring classes of their own locality. It is an ignorance that we all must have encountered and deplored. One reason for it is left for "A Tramp"

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to suggest. He points out that the Inspectors are not likely to be familiar with the districts in which they are inspecting, seeing how large an area they cover and how frequently they are changed. What the Inspector does not ask questions about the teacher does not teach : so argues the writer of the letter. Now this is not altogether true : teachers are not all jackals, and wise Inspectors, like the fool in the proverb, will ask more questions than he can himself answer. Yet there is good sense in the suggestion of the letter that children before they can think imperially should be taught to think locally. We had thought that in these days of scientific teaching in geography children did receive some instruction in their locality ; but, how little this is can be gauged by any wayfarer who inquires the short cuts in the neighbourhood or the names of the hills and woods in the district. Maps can now be purchased cheaply, and it would certainly be a good plan that a large-scale map of the district should be hung in every school (in many, no doubt, it is already in evidence), and that such map should be made the subject of instruction.

PROF. LAURIE makes out a strong case for fresh legislation in reference to the Scotch Universities. As a result of the findings of the Commission of 1889, which findings have the force of an Act of Parliament, no Scotch University can make a change in its curriculum without the consent of the other three Universities. It is possible that a laudable desire to prevent competition actuated the Commissioners ; but every year, with the advancing strides that the acquisition of knowledge is making, renders such a state of affairs less tolerable. It would be inconceivable that Oxford should have to seek the approval of the sister Universities to any proposed changes before they could be carried out. The case of the Victoria University was something similar to the conditions in Scotland, but it has become necessary for the towns that originally composed this University to separate in order to allow scope for individual development. So it must be in Scotland. No one University can hope to be equally good in all departments of knowledge. There must be differentiation ; each must be allowed to develop its own genius. No doubt the Government will find time for a short Act giving to the Universities of Scotland their own freedom.

A LOCAL paper has just published a leading article which appeared in its own columns fifty years back. From it we gather that in 1856 the public mind was exercised on the subject of education much as it is to-day. We have the complaint that nothing is done for the middle classes, "who are precluded from making use of the National school because by so doing they would risk the loss of caste." It is amusing also to note "that our Senators are, Session after Session, introducing fresh educational schemes which are invariably defeated, one plan being introduced by the High Church party, a second by the Low Church, and a third by no church at all." The article further states "our conviction that the qualifications for National schoolmasters and schoolmistresses are carried to an absurd length." Are first class certificates wanted, and is it desirable that teachers should receive a college education ? asks the writer. "Are Greek, Latin, French, mathematics, drawing from models, prose and poetic compositions wanted in cow-keepers and scullery maids ?" The writer then grows facetious and tells us that these ladies have already a natural facility for drawing—beer. But the most interesting part of the article is the information that, owing to the spread of education

Is there no New Thing ?

amongst the working classes, the domestic servant problem had become acute fifty years ago.

WHETHER the gloomy prognostications that Sir James Crichton Browne addressed to the Association of Sanitary Inspectors are well based, or whether the falling birth rate is merely a result of the "Dr. Blackpool." general law that the higher the organism the lower the relative rate of fertility, we leave it to scientists and statisticians to decide. At present there is no agreement as to the significance of the figures. But as to the gospel of recreation that he preached we have a word to say. "In these days," he said, "we have all become valetudinarians, and it has become the duty of every doctor to preach from time to time the gospel of recreation." Purposely giving a local colouring to his speech, Sir James suggested that every one would be better for a nip, or even a good long draught, of Blackpool. Now surely in these days there is plenty of recreation both at school and in later life. It is quite another question whether that recreation is of such a kind as to afford rest to tired brains or nerves. In many cases it is the monotony of modern work that causes the need for recreation, and the worker gets it. If it be true that we are all valetudinarians, and we freely admit that real health is uncommon among us at the present time, then it behoves doctors to advise us to the best of their powers how to improve our health. Boredom at the seaside is not necessarily healthful, and that is what many a worker's holidays amount to.

BISHOP WELLDON has published in the *Nineteenth Century* the address on "English Public Schools" that he delivered to a Japanese audience at Tokio. We mean no disrespect to the Bishop when we say that it is consciously or unconsciously modelled on the great speech of Protagoras in the dialogue which bears that sophist's name. It may have been well to set before Japanese students the ideal of an English gentleman, and to show them how close is the connexion in the past between that ideal and the public schools. But we are inclined to doubt whether it is well advised to repeat such a sermon to an English public. The virtues of monitors and flogging, of cricket and football, and of swishing have been sufficiently trumpeted, and "Kappa," little as we agree with him, seems to us a better preacher than Bishop Welldon. Thus, when he tells us that "practically the whole governing class of Englishmen is educated in the public schools," the present Cabinet sufficiently disproves the statement, and to form a true estimate of public-school education we must further qualify the statement by the fact that hardly any of the leaders in thought and science, either abstract or applied, have come from the public schools, or, if by accident they have, owe as little to them as Darwin did to Shrewsbury.

LOCAL AUTHORITIES.

PROF. SADLER'S Report on the County of Essex, the outcome of an inquiry made in the summer and autumn of 1905, is crammed with detail, and shows a most minute acquaintance with the educational problems of the district. At the same time it affords a general criticism on educational tendencies and a body of doctrine as to the paths to be followed in the future. The conditions in Essex are so varied that the county may almost be said to form an epitome of the whole country. "It has been necessary," says Prof. Sadler, "to consider the very different needs and difficulties of populous urban areas like East Ham and Walthamstow; of residential suburbs like Woodford and Loughton; of wide agricultural districts, some, like the Rodings or Finchingsfields,

remote from railways; of the busy industrial region along the Thames; of ancient market towns like Saffron Walden; of large and growing centres of population like Chelmsford and Colchester, with varied industries and wide market connexions, and of much social and commercial importance; of small but vigorous manufacturing centres like Halstead and Braintree, surrounded by agricultural neighbourhoods; of residential seaside resorts like Southend-on-Sea, Walton-on-the-Naze, and Clacton; of the Port of Harwich; and of the sea-faring and fishing population along the estuaries of the Blackwater and the Colne." The needs of each of these districts are treated in detail. But, before considering the proposals made, we will deal with the figures showing what is the present condition of the county as regards educational facilities.

THE population of the administrative County of Essex is more than 900,000. For educational purposes it is divided into eighteen districts. The produce of a rate of 1d. in the £ for purposes of higher education is £18,055. In the spring term of 1905 there were 9,692 children being educated in the secondary schools, public and private, of the county. This number works out at 11·87 per 1,000 of population (the Report has an obvious misprint here), and is slightly in excess of the similar figures for Hampshire, and more than double the figures for Derbyshire. The boys were only slightly in excess of the girls. Of the 4,490 boys, 2,461 were in public or semi-public schools, and 2,529 in private schools. The girls in public or semi-public schools were only 1,375, while in private schools they numbered 3,327. At the time of the inquiry there were 14 public schools, one of which was dual—these contained 1,487 boys and 79 girls; 6 co-education or dual schools, containing 861 boys and 659 girls; 2 girls' schools, containing 292 pupils, 23 of whom were little boys; 6 semi-public schools under corporate control, with 90 boys and 368 girls; 149 private secondary schools, with 1,529 boys and 3,327 girls. As regards the salaries of the assistant staff, we find that, excluding Felsted and Chigwell (where boarding fees are added to some of the salaries), and excluding East Ham (whose day-school salaries include payment for evening work), the average of 95 assistant masters was £141. 1s. 3d. a year. No one of these received as much as £260 a year. For women the average works out at £98. 5s. 3d. Even at Felsted and Chigwell most of the salaries are under £200 a year.

It is impossible within our limits even to indicate the reforms that are desiderated. The volume will prove a reliable book of reference for many years in county education offices. We can only hint at one or two of the main subjects that are treated. On the question of salaries, condemnation of the existing state of affairs is given with a free hand. The Report proposes that for men graduates, professionally trained, the scale should be £150, rising by £10 a year to £300; for women, with degree or equivalent and training, £110, rising by £7. 10s. a year up to £200. The annual cost of maintaining schools is stated to be as follows:—A school of the type called in the Report "higher elementary," from £8 to £9 per head for any number of pupils over a hundred. A middle secondary school will cost for boys £15, and for girls £13. In each case a hundred to a hundred and fifty pupils are supposed. For higher secondary schools the cost will be from £23 to £25 in the case of boys, and from £18 to £20 in the case of girls. A careful scheme of scholarships, carrying pupils from one stage to another, is implied. As regards co-education, Prof. Sadler states that one result of his inquiry in Essex is to make him more conscious of the benefits and practical advantages of this system than he had been before. At the same time he sees much to admire in schools for girls that he does not find in co-education schools. With regard to private schools, it is insisted that these play a useful part and are likely to enjoy the support of parents for a long period, in spite of the increase in number of public schools. The nation cannot afford to be indifferent to the education that the rising generation is to have; therefore these schools must be efficient and should be inspected at the cost of the Education Authority.

THE Report of the Surrey Education Committee includes a circular letter which has been sent to the governing bodies of secondary schools for boys in the county, calling attention to the regulations of the Board of Education in reference to physical exercises. The letter asks for full details as to what is done, in order that the Committee may organize a scheme likely to be acceptable. The letter states, further, that physical exercises should be taken to include something more than mere military drill or marching—indeed, that anything approaching to a military nature should be abolished. In its stead should be substituted "a course which, while physically developing the scholar, shall give some instruction in the scientific principles underlying such course, and their application to and beneficial results upon various parts of the human anatomy." The Physical Training Sub-Committee reports with approval the results of Major Norman's classes: 475 teachers have

passed through a complete course of instruction, and there are more than 600 now undergoing instruction. The same Sub-Committee has been making inquiries through its officers into the health of the scholars in the elementary schools, especially with regard to the spread of preventable diseases. The Report shows that much more care is required, and a much larger staff of medical officers; but, in view of the costliness of such a complete scheme, it cannot be carried out in its entirety. The examination of mentally defective children continues. In the schools whose examination is included in the Report before us, 41 children were found to be mentally defective, giving a percentage of 0.49. Other children to the number of 127 were examined: 32 were declared to be dull and backward and 20 had "arrested development of one or more faculties."

FROM "The Proceedings of a Conference of Delegates from School Committees in the Orange River Colony" we learn that there are twenty-six educational districts, each with extensive powers of administration. The school system makes provision for the establishment in every important town of a free school with departments forming a co-ordinated whole from kindergarten to matriculation. In the rural parts of each district endeavours are made to provide schools within reach of every farmhouse. At present the number of such schools is totally inadequate, and the Conference had to consider how to meet the deficiency. Pupils from the rural schools, after completing their elementary education, are expected to go to a town school, where they will receive free preparation for the University Course at Grey College. Mr. Gunn, Director of Education, calculates that there should be at least 34,000 children in the Colony of school age—just double the number in attendance at present. He speaks of farmers, with tears in their eyes, imploring the Department to provide more schools, and of pathetic letters "clamouring for new schools with a pertinacity that might be objectionable if it were not so absolutely justified." The whole question, adds Mr. Gunn, resolves itself into a matter of money. It is the shortage of money that accounts not only for the want of school buildings, but also for the dearth of teachers. "If we are to get our teachers in South Africa at the present day, we must pay higher salaries than any of the other colonies. As a matter of fact our salaries are considerably lower." But, on the whole, the report is reassuring, denoting a population keenly alive to the benefits of education, a Government anxious to use all possible resources for the purpose, and officials able and willing to co-operate with the people.

WE have received from the Education Committee of the West Riding of Yorkshire a number of handbooks dealing with the numerous facilities offered to teachers and other students in a large variety of subjects.

From the information at our disposal we are inclined to think that no area provides more opportunities for the intellectual and manual improvement of its people, or takes more trouble to see that information as to these opportunities is circulated in a clear and handy form.

THE SPELLING UKASE.

WE are grateful to President Roosevelt for bringing the question of spelling reform to the fore, though we can as little approve his circular as the bomb discharged against M. Stolypin. His list of three hundred simplified spellings, though framed by a learned Committee with Prof. Brander Matthews as Chairman, appears to us extraordinarily crude and illogical. By the enunciation of two or three simple rules or principles it might have been reduced to half its length. Seventy of the three hundred words are preterites or past participles of verbs, as "accurst" for "accursed." Why have a larger number of similar verbs been omitted from the list? The *Times*, in a leader on the subject, asks whether we are in future to write "kilt" for "killed." The question is absurd. "Killed" can never rime with "spilt," but we should welcome the simple rule which was not only preached, but practised, by the Brothers Hare and Dr. Whewell, that wherever the participial ending is pronounced *t* it shall be so written. A second rule, which would reduce the list by more than thirty, is that the final *-our* of substantives shall be written *-or*. To stop the mouths of critics who are sure to ask how we propose to write "hour," it would be necessary to add: "of substantives derived from the French *-our* or the Latin *-or*." A similar rule, substituting *-er* for *-re* in words like "metre," would further reduce the list by some twenty words; and, if we add: "*e* for *æ* or *a* in classical derivatives such as 'mediaeval,' and *-ize* for *-ise* in

verbs," Mr. Roosevelt's three hundred will prove no more formidable than Falstaff's men in buckram.

We would not be understood to endorse all the rules that we have formulated. As a matter of choice, we prefer "criticise" to "criticize"; and, though "honor" does not scandalise (or scandalize) us, we see no great advantage in adopting the American spelling. What, as teachers, does concern us, and what, from this point of view, we can heartily support, is the plea for simplification, the removal, in however a small degree, of the stumbling-block which stands in the way of every English child and makes the first steps of learning far more difficult to him than they are to the German or the Italian.

None but the elementary teacher can appreciate to the full the grievousness of this burden, and it is passing strange how little interest he has shown in the attempts made to lighten the yoke. Thus, in the latest book on pedagogics (why is this word not in the list?) Prof. Welton assumes as axiomatic that "spelling is nothing more than memory drawing of the pictures of words," that it is not directly learnt through rules at all, and that the way to acquire the art is to make the child for the first two years of his school life learn to spell one new word a day. This amounts to a confession that the English child is in no better case than "the grey barbarian," the Chinaman or the Japanese, with his twenty thousand ideographs; and yet Prof. Welton is apparently content and would relegate all phonetics to a later stage.

So far our criticism has been mainly negative, and we may be fairly asked what reforms we should ourselves propose. Let us dismiss at starting phonetic spelling as outside the range of practical politics, though the arguments in its favour seem to us irrefutable and the objections urged against it transitory and comparatively unimportant. The insurmountable objection is one that is rarely acknowledged: those who have with pain and labour acquired an accomplishment, however worthless, will not forgo the fictitious superiority and become again as little children. As well expect the Chinese mandarin to pare his nails or the Chinese lady to wear Western boots! But, though we cannot hope to go the whole way, there are not a few remediable abuses in spelling that can plead neither reason nor antiquity for their retention. Some of them are to be found in the American list, and the most pedantic of purists cannot quarrel with the spelling of "bun," "cyclopedias," "era," "gipsy," "lacrimal," "pigmy," "plow," "skilful," "wagon," "whisky"—and we may add two words so spelt in *The Journal*—"program" and "rime." But we would go a step further and ask what imaginable argument can be adduced for retaining anomalies such as "proceed" and "precede," "grottoes" and "quartos," and the numerous words which, as Prof. Skeat has often pointed out, only perpetuate the blunders of ignorant grammarians—"could," "sovereign," "sylvan," "scythe," "sulphur." It is a remarkable fact that the philologists, the professional conservators of traditional uses, are almost to a man ardent spelling reformers. Archbishop Trench was a singular exception, and some may remember how, in that early controversy with his learned brethren, he fell into the pit that he had digged for himself, maintaining that, if the French *poëts* lost its *d*, the connexion with the Latin *pondus* would be forgotten. We are reminded of a more recent anecdote, for which we can vouch. A venerable master at one of our great public schools, in entering the papers that he borrowed from Common Room, used to write "*Graphhic*" till a younger colleague ventured one day to question the spelling. "Very stupid of me," was the apology; "but the Greek runs in one's head and confuses one."

The mild reforms in spelling that we have suggested would, we own, be but a slight alleviation and may seem hardly worth making; but, if a beginning were made, if it were once acknowledged that neither Johnson nor Webster nor even Murray is stereotyped, they might be indefinitely extended.

Meanwhile, we would enter an earnest plea for toleration, especially in the case of young pupils. The importance attached by inspectors and examiners, and consequently by schoolmasters, to correct spelling seems to us wholly disproportionate, and the time wasted in spelling drill, especially in elementary schools, is lamentable. Misspelling is taken as a sure mark of illiteracy, and, of course, it is true that most educated men and women, by long practice, come to spell correctly; yet most of us could name among our acquaintances at least one distinguished scholar whose letters would have plucked him for the Civil Service.

Keate, as the story goes, in one of his tantrums, called an Eton boy a fool and a liar. The boy wrote demanding an apology and was promptly expelled. His parents reasoned with him on his foolishness and asked whether he was not sorry. "No," the boy doggedly replied; "I'd do it again. If he were a gentleman, he'd have given me satisfaction. But [reflecting] I am sorry for one thing." "What's that?"—"I spelt 'apology' with two p's."

CORRESPONDENCE.

DOGMA OR ATMOSPHERE?

To the Editor of The Journal of Education.

SIR,—Will you allow space for a brief criticism of "E. F. J.'s" letter on Mr. Birrell's Bill in your August issue? One may assume general assent to his theory that conviction, imagination, and charity are the fundamental qualities which go to make a teacher—conviction, that he may be steadfast; imagination, that he may be able to put himself in another's place, and also to see that other not only as he is, but, more, as he may become; charity, that he may respect the conviction of another, even when it clashes with his own.

On the practical side, however, does not "E. F. J.'s" position entail an acknowledgment of formal authority in religion? Is all conviction to be laid down by the "practised thinker and instructed teacher," and simply accepted by the pupil; and, if so, will this teacher—to whose care, presumably, all religious instruction is to be entrusted—inoculate his pupils with a "conviction" of the right of private judgment? Whilst—or, perhaps, because—admitting the difficulty of estimating rightly the proportional value of dogma, one may believe, with Mr. A. C. Benson (*vide The Journal of Education* for August) that Christian truth may well be "approached on its moral and emotional side rather than on its metaphysical and ecclesiastical side," and extend one's belief from Eton to the elementary school.

One hears constantly, from men and women alike, that amongst the most helpful recollections of their school life are those of morning prayer, a Bible reading (without comment), a hymn, a collect, the Lord's Prayer. It is not the dogma, implicit or explicit, in any of these that appeals to the child mind, but rather the atmosphere created by the recognition of higher things—the taking for granted of the religious attitude of the school.—I am, Sir, yours, &c.,

Edinburgh, August 17.

L. P.

INTEREST AND DISCIPLINE.

To the Editor of The Journal of Education.

DEAR SIR,—Allow me to call attention to a statement in the "Occasional Notes" of your *Journal* for September, which, although true, is apt to be misconstrued. In reference to Mr. Browning's lecture on "The Training of Teachers," it is there said that "an interested class is a disciplined class." It is true that even the weakest of disciplinarians can secure listeners for a good tale; but it is equally true that in most of the subjects of a school curriculum not even the most interesting teacher can hold the attention of a class without the power of discipline. Directly the story is over and the class is set to write out what they have heard, then the disorder is likely to begin. And it is doubtful whether the average boy can, from day to day and from month to month, be so interested in such subjects as grammar and the like that he will voluntarily choose to give his attention without the pressure of compulsion. Very few boys would come to school unless they were sent.

We must always remember the relativity of interest. Many people do not find an inherent interest in their daily duties, but they are obliged to perform them, and thus an interest is acquired even in otherwise irksome work. And yet when the hours of duty are over they gladly throw aside their tasks for more congenial pursuits. And a boy's world is very different from ours. A show lesson may be given, and may appear to us to be interesting; but the ordinary work can hardly be made always so inherently pleasurable to boys that they will all, with one consent, vote cricket dull and football slow. And one or two mischief makers are sufficient to upset the discipline of a class.

But, if a boy feels that he must attend or he will get into trouble, that he cannot go to sleep or he will have bad dreams, then he will be stimulated to exertion; and this activity will give rise to interest, and his work will even become a source of pleasure. Many a one has found that subjects which were originally undertaken only under compulsion have gradually become, largely from the pleasure of successful striving, the favourite pursuits of life. And it is a truism that boys themselves like such pressure. They feel that they ought to work in school, but, unless temptations to idleness are obviated, they seem to find themselves powerless to resist extraneous influences.

Thus it would appear that, in ordinary circumstances, discipline is the necessary condition precedent of stimulus or the exciting of interest. At the same time I do not know that I should have said that discipline is the chief object of training. There are many things for a teacher to learn besides keeping order. And I am inclined to think that in the matter of discipline each beginner must work out his own method, as an actual master, in an actual school, with a real head master and real pupils. However, training and guidance may be helpful even in this.—Yours, &c.

THOMAS W. H. HUNT, B.A.

The Retreat, Swaffham.

September 29, 1906.

[To discuss the question here raised would need an article. We may hint at what our answer would be by quoting Mr. Arnold's lines:

Yet tasks in hours of insight willed
May be through hours of gloom fulfilled.

—ED.]

CHIGWELL SCHOOL, ESSEX.

To the Editor of The Journal of Education.

DEAR SIR,—The attention of myself and of several of my governors has been drawn to a report in your September number, as to certain negotiations which have been carried on between the Governing Body of this School and the Essex Education Committee. I am asked to state that your correspondent's report of the conditions attending a grant which we are receiving from the county and a loan which we are negotiating with the Committee is not quite accurate; and that the conclusions which he draws from the arrangement are also not justified by the circumstances of the case. We are advised by the Board of Education that the transference of our trust property from the Board to the county is merely formal and cannot in any way affect the administration of the School, particularly as all the conditions quoted are controlled by one, which is not noticed, to the effect that in case of any difference of opinion between the Essex Education Committee and the Governors of the School the judgment of the Board of Education shall be supreme. There will not be any change whatever made in the character of the School. It has always been a local school; although the non-local element in connexion with our boarding houses has affected this considerably; and it is evidently not known to your correspondent that always more than 50 per cent. of the boarders have been Essex boys, most of them resident within half-a-dozen miles of the School. The growth of the population in the immediate neighbourhood will, of course, before many years have passed make greater local claims upon the School than before.—I am, dear Sir, yours faithfully,

September 18, 1906.

R. D. SWALLOW, *Head Master*.

THE VALUE OF QUESTIONS IN FRENCH EXAMINATIONS.

To the Editor of The Journal of Education.

DEAR SIR,—The following question was set in a late examination by one of the foremost examination authorities in the country:—"Give the masculine plural of the compound adjectives *aigredoux*, *deminort*, *puiné*; and the feminine plural of *fraiscuilli*, *clairsemé*, *courtéçu*."—I should be glad to learn the opinion of others whether this has any educational value or is merely a cram question, and whether young people, seeing the multiplicity of subjects of study, can be expected to answer it. For, surely, the three words *deminort*, *clairsemé*, *courtéçu* constitute an onerous repetition, as they illustrate an identical principle; *puiné* is practically not a compound adjective, while *fraiscuilli* is a "catch" of the good old-fashioned crusted sort. Are we going back to the gender of *gens* and the agreement of *tout*?

A further cause of bewilderment to the teacher is the want of proper gradation among the various examinations. For last year's Pupil-Teachers' a poem was set containing some extremely involved phraseology, and the most unusual form *boaux*—which Littré does not give. For the London Intermediate the French paper was so easy that it would have done quite well for Matriculation.—Yours truly,

Cecil A. Gould.

BRITISH ASSOCIATION.

To the Editor of The Journal of Education.

DEAR SIR,—In the report in this month's *Journal of Education* of my paper in the Education Section of the British Association at York I am said to have "urged that lecturers in training colleges, both primary and secondary, should have undergone a thorough course of psychology, &c." May I point out that what I pleaded for was that training college lecturers *on theory of education* (whether primary or secondary) should have gone through the preparation described?—I am, yours truly,
 Girton College, Cambridge, E. E. C. JONES.
 September, 1906.

To the Editor of The Journal of Education.

SIR,—In your report of the British Association meeting (Section L) you quote me as saying that end-of-term examinations "were beloved of every head master as a slack time." Will you allow me to point out that I did not say or imply this—knowing as I do that it is not the case? My remarks in this connexion were solely directed to the fact that the too rigid adherence to the usual routine of such examinations involves waste of school time. The subsequent sentence in your report then follows naturally. Thanking you for inserting this correction,—I am, Sir, your obedient servant,
 J. H. LEONARD.
 Kensington, September 7.

THE MARIA GREY TRAINING COLLEGE.

To the Editor of the Journal of Education.

DEAR SIR,—A rumour has got abroad that the Maria Grey Training College is training teachers for elementary schools. Will you kindly allow me to explain that this is not the case? The Middlesex County Council has given an annual grant to the College on the condition that ten free places shall be reserved for students residing in the Administrative County of Middlesex who wish to be trained as teachers in *secondary* schools. The Middlesex students are trained to teach in high schools, private schools, or kindergartens just as the other students are trained.—Yours truly,
 ALICE WOODS.

[We are compelled to hold over a long letter from "School Manager" in reply to B. L.'s arraignment of the London County Council.]

IN MEMORIAM MRS. WILLIAM GREY.

THE death of Mrs. William Grey at the great age of ninety reminds many of us of the great pioneer movement for the higher education of women and girls which she in part originated and pre-eminently led in the seventies. The history of social improvements moves so rapidly that, as one generation passes, its successor forgets or ignores the self-denying and strenuous efforts of individuals to win for the juniors those chances and privileges which later on seem a natural birthright. It is therefore salutary and even stimulating, as workers for the common weal pass into silence, to try and estimate not only what they did, but (often far harder) how they did it.

Mrs. William Grey was born in 1816, and with her gifted sister, Miss Emily Shirreff (d. 1897), led a full and varied life as a girl. Their father's profession (that of a naval officer) took them constantly abroad, and at various foreign stations no less than in England the sisters saw and mixed with society where intellectual culture was by no means neglected. They both became accomplished linguists, and maintained their interest and proficiency in French, German, and Italian to the last. One or two books by the sisters appeared about fifty years ago marked by that acute and varied observation of men and manners which was the outward expression of a sound, liberal, and continuous self culture and discipline; for such writing as is to be found in Miss Shirreff's "Intellectual Education" (now out of print) shows no mere fitful cleverness, but a philosophic bent matured by steady and hard reading. Mrs. Grey, after a brief married life (her husband was a son of Earl Grey, and by profession a wine merchant), was left a widow, and turned naturally to the task of awakening and directing interest in the condition of women's education. Friends and sympathizers quickly joined her. Among these may be named the late Lady Stanley of Alderley, the Rev. T. W. Sharpe, C.B., Miss Mary Gurney, Sir James Kay-Shuttleworth, Miss Buss.

(Continued on page 668.)

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As she grew older her features took on an indescribable beauty; the weak body but threw into a serener light that animating spark of spiritual life which illumined for fifteen years or more the quiet chamber in which she lay confined. Friends passed—her dear sister Miss Emily Shirreff died, to her inconsolable regret, in 1897—and still the call came not. What matter? She could still from time to time see a friend, utter her words of hope, of sympathy, of encouragement; those brief interviews are among the most treasured memories of her friends and followers. "They also serve who only stand and wait."

As the solemn service was read in the peaceful church on September 22 it seemed as though her thrilling decisive tones were yet audible in the Psalmist's prayer that we might so number our days as to apply our hearts unto wisdom.

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(Continued on page 670.)

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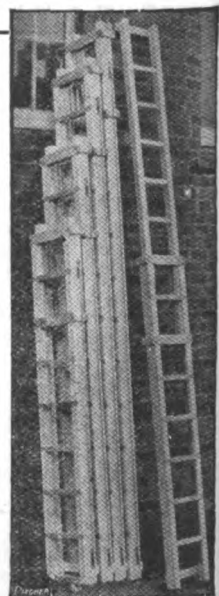
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ÆNEID II. 1-56.

THE court was hushed and hung upon his lips.
From his high throne Æneas then began :
"What memories of woe too deep for words
Thou wak'st, my Queen, commanding me to tell
How Troy was sacked and her imperial pride
Crushed by the Danaan victor ; piteous scenes
Wherein I shared and suffered not the least.
Who among Dolopes or Myrmidons,
Or e'en of grim Ulysses' men-at-arms,
Could tell the tale dry-eyed ? Already night
Drops from the zenith with her dewy wings,
And sinking stars invite us to repose ;
Yet, if thy heart be set to hear our tale,
The sum in brief of Troy's last agony,
Though at the recollection I recoil
And shrink in anguish, I will make essay.

"Baffled by fate, forspent by years of war
That dragged their weary length, the Danaan chiefs
Upbuild a horse by Pallas' art divine,
Huge as a mountain, ribbed with planks of pine—
A votive offering for their safe return,
So ran the rumour by the builders spread.
Then in the hollow flanks they stow by night
A chosen band, and all the cavernous womb
Teems with its load of armed warriors.

"Hard by the coast lies Tenedos, an isle
World-famed, and rich while Priam's empire stood,
Now but a makeshift anchorage for barks.
Thither they sailed, and on the desert shore
Lay hid ; but we believed them gone for aye,
Bound for Mycenæ with a favouring breeze.
Rid of her long oppression, Troy was glad.
Through the wide open gates a merry crowd
Streams forth to view the Doric camp, the trenches
Now tenantless, and shores without a keel.
Here were the quarters of the Dolopes,
Here grim Achilles pitched, here lay the fleet,
Here in the mellay many a time we fought.
Some scan the weird gift to the Virgin Queen,
Mazed at its hugeness, and Thymetes first
Cries : ' Let us hale it straight within the walls
And set it on the height, '—foul traitor he,
Or but a witless link in Troy's downfall.
But Capys and the more discreet advised
To whelm in ocean this insidious gift
Of Greece, or burn it where it stood, or else
To pierce and probe the monster's murky womb.
Rent in two factions shout the thoughtless mob.

"Lo ! from the high fort, of a crowd the first,
Rushes precipitate Laocoon.
'What, are ye mad, sirs ?' yet afar he shouts ;
'Think ye our foes have gone, that Grecian gifts
Are guileless ? Was Ulysses without guile ?
Nay, in this wooden frame Achæans lurk,
Or 'tis an engine planned to raze our walls,
O'er top our homes and whelm us from above.
Some trick, be sure, is here ; mistrust the horse.
I fear the Greeks e'en when they proffer gifts.'

"He spake, and, gathering all his might, he hurled
Against the monster's flanks and bellying ribs
His spear : it stuck and quivered ; at the stroke
The vaults reverberate sent a hollow groan ;
And, but for froward hearts and froward Fate,
We at his hest had spoiled the Argive lair,
And Troy and Priam's towers were standing still."

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EDUCATIONAL SCIENCE AT YORK.

THE youngest Section of the British Association again held its own amongst its elder brethren both as regards the interest of the papers and discussions, and also in point of the numbers attending its sessions. It is, however, still somewhat in the making; so that the nature of the subjects under consideration is apt to vary from year to year. In view of the chaotic condition of education generally in this country, it may be expected that points widely apart will present themselves as requiring immediate settlement. At York subjects of a practical, rather than a scholastic, aspect held a prominent place: thus the necessity for definite physical education, for the teaching of domestic science, for training for home life loomed large. Yet the program included also discussions upon the teaching of mechanics and of modern languages; the training of teachers; the inspection and examination of schools; the balance of subjects in the curricula of both elementary and secondary schools—all this crowded into the space of four days of about five hours each.

Again, in respect of its members, Section L is hardly, take it all in all, as homogeneous as other Sections. Education is a popular subject just now, and hence any discussion of any of its problems necessarily attracts a popular audience; there was, however, somewhat a dearth of educationists pure and simple. There was, as usual, a nucleus of experts, the officers of the Section and a band of faithful adherents, who were to be found always in their seats, whose allegiance is undivided; but, as was animadverted upon by one prominent member, teachers from the rank and file of the schools, whether men or women, were rather conspicuous by their absence. This member expressed the opinion that, if chemists, botanists, and the like could give up a week of their holiday for the advancement of their subject, teachers might surely do as much. There is this to be said, however, that many teachers *do* give up the week (hard though it be when it comes at the end of a hot and tiring term), but they are chiefly science teachers, who take the opportunity for the inspiration of getting once more into the swing of their special subject, and are therefore more frequently

to be found swelling the ranks of the chemists and botanists than consorting with their strictly professional *confrères*; added to which the heterogeneity of the program renders it inevitable that specialists will be sporadic in their attendance.

The great disadvantage under which the York meeting laboured was the poor representation of the arts side of education. The British Association exists for the advancement of science, and doubtless arts teachers consider that they gain more from the Classical or the Modern Language Association. For whatever reason, the general absence of classical teachers, especially from York (as compared with some earlier meetings), was marked, and in spite, or perhaps because, of the present canvass of the classics, it were a pity if they should lose representation in an assembly which hopes to deal with the science of education as a whole, and equally a pity should the Section shrink into concerning itself only with technical affairs. Nowhere were the humanists more missed than at the discussion on the curriculum of secondary schools.

It is sufficiently obvious that in a liberal education, such as is hoped for as the outcome of the present educational distress, science and the humanities must each have due place. This can only be compassed by a full consideration of their rival—or rather their complementary—claims, by teachers from both sides: and perhaps the presence of the humanist, who is centuries behind the age in his ideas of the relative values of lecture-room and laboratory in science teaching, is as necessary for his own sake as to counterbalance that scientific colleague who has boasted his utter ignorance of all classical learning. In any case, neither destructive criticisms nor well rounded periods nor one-sided arguments conduce to the settlement of any question whatsoever, not even to the adjustment of the balance of subjects in a school curriculum—in fact, the York meeting left this problem much where it found it; and yet, had the literary side been adequately represented, this is just one of the subjects which could nowhere have been better threshed out than in Section L.

In reviewing the work of this year one's thoughts turn instinctively to the future of the Section. That it may have a great future is evident even from its brief past, from the conditions under which it meets; for, with the whole organization of the British Association behind it, it has unique facilities for the investigation of all sorts of educational problems. This vastness of field alone, however, is a little overwhelming, and it is possible that the best interests of education will be served by some sort of selection of subjects from year to year out of the long list of questions crying for settlement, such as are most urgent or most appropriate to the place of meeting might be put upon the program, the others waiting their turn—or a more convenient season. Again, the difficulties arising from the absence of *data* based on scientifically conducted experiment might be met by the formation of special committees to organize or encourage such experiment and to collect such *data*. Sub-committees for this kind of work do exist: but their numbers might be well increased, and their scope greatly enlarged.

Another point: the reports of the committees might be printed and circulated amongst members of the Section some time before they are read and discussed. Yet again, the Section might well prepare for debating subjects of wide application by breaking up into sub-sections. This was done once at York: it might be done systematically. With regard to the inspection and examination of schools, for instance, the classical specialist is not necessarily excited about the inspection of cookery classes; but he has views as to the examination of his own subject, and the great point both for him and the examiner is that they may meet and learn each other's aims and ideals at first hand. The Section might, therefore, break up into Arts, Science, and Technical divisions to discuss details of work, the whole body receiving later the results of their deliberations and considering the broader issues. Or, again, teachers in primary and secondary schools are not vitally interested each in the work of the other: questions relating to each class of school might, therefore, be discussed in sub-sections, the results being submitted to the Section as a whole.

Finally, a greater liberality in respect of printed matter is essential: at present the abstracts of papers are most meagre, the number of copies is at a minimum. It would be an immense gain to have the reports of special Committees, and the drafts of the more important papers freely circulated, and

before the time of reading, so as to give members time to formulate their ideas before plunging into the whirlpool of debate.

To carry out such suggestions need not mean an increased tax upon the time and energy of the already devoted sectional officers, for a larger Committee with every facility for lightening its labours by division, or by adding to its numbers, would meet the case fully: that all the help required will be forthcoming admits of no doubt; for, because of its hopeful initiation and its unparalleled opportunities, the newest and most criticized of all the British Association Sections claims the support of educationists of all classes.

THE READING OF THE YOUNGER GENERATION.

DO the younger generation read more trash and fewer good books than their fathers and mothers did? Miss Low, in an interesting paper in the February number of the *Nineteenth Century*, maintains that they do. She bases her argument chiefly upon the answers given by high-school girls to a paper of questions about their favourite authors, the magazines they read, &c. If these answers represent the whole truth and nothing but the truth, the state of culture of an average high-school girl of fifteen or sixteen is not a high one. But before deciding that they are such utter barbarians as they appear I should like to know how far these school-girls' answers represent the real facts. Some of them should, I think, be received with much caution. A girl, *e.g.*, is asked what magazines she reads. With the natural impulse of this much-examined generation she immediately writes down the names of all she knows. Miss Low concludes, I think too abruptly, that the unhappy child reads every one of these magazines every month!

Again, when the complaint is that they do not read Scott or Dickens, I should like first to be sure that they knew who was the author of "Ivanhoe" or of "Oliver Twist." It sounds absurd to suggest that they may have read these without knowing or remembering the names of their authors; but it is really possible. I have seen a little boy reading "Ivanhoe" with joy in a sixpenny edition which he had bought for himself, who had never disturbed the rows of Scott's novels in nice bindings which I have placed in the shelves in the hope of attracting him and his fellows. Scott does not appeal to all tastes at all ages, nor does Dickens. I remember at the age of thirteen thinking "Waverley" dull, and being horribly tired of "Little Dorrit," both of which I heard read aloud by a good reader whom I loved, and therefore heard in the most favourable circumstances, but before my mind was ready for them. Indeed it is not yet ready for "Little Dorrit," though I often wonder how I could ever have thought "Waverley" dull. At that same age I loved Scott's poetry, and I find that young people still love it, and that here and there a quite young boy will devour the "Waverley" novels. I do not know a boy who does not like "Marmion" or "The Lady of the Lake," but, as most of them have read one or other in school, perhaps Miss Low would not count this, even though they will read it at home when it is not set. When they are older they may learn to like Scott's novels; if not, they must be content with their Stevenson, who has some of the qualities which endeared Scott to us. Stevenson himself, in one of his essays, tells how he "discovered" his Scott, by coming upon the character of Andrew Fairservice. Scott, in his own generation, was beloved by the young, and thought that his books would most naturally please "young people of bold and frank disposition." Perhaps in those days the wise-a-ces shook their heads when they found young people absorbed in them. I can remember hearing the same things said when I was young. Miss Mulock's stories, which Miss Low places among the classics—"John Halifax" and others—came out in the magazines, and I was reproved for wasting time in reading them, and told to get "something sensible to read, instead of filling my head with that trash." "That trash" on the particular occasion included "Pride and Prejudice" in a yellow-backed cover.

To return to our young people: I draw my own conclusions chiefly from a smaller area; but because it is small I know it, and I have no reasons for believing it to be exceptionally good.

For the last twenty years or so I have had some part of the care of a few boys of varying ages attending a day school. They are welcome to our books at any time and they have access to a small school library. They always, however, bring with them a few books of their own for reading at spare moments, and these must to a certain extent show their tastes. One boy used to bring chiefly historical books of all kinds—I remember Creighton's "Queen Elizabeth" and Froude's "Elizabethan Seamen." This term the elder boys' books are not very remarkable—they have three by Rider Haggard, four by Max Pemberton, one by Conan Doyle, one by A. J. Church, one by Stevenson, Tennyson's poems, "The Romance of Modern Electricity," Whetham's "Recent Developments of Physical Science," Proctors "Leisure Readings," and a Shakespeare borrowed, "Nature" borrowed, "Tale of Two Cities" borrowed, besides books which will be used in school, and books which have been placed in their study for their use. I have known these boys to buy for themselves, and have seen them reading at tea-time, such books as More's "Utopia," and copies of Cassell's six-penny editions of plays of Shakespeare (without notes, I think, and certainly not for examination or for school work). "A whole term" spent in school over one play of Shakespeare (after all, probably only 24 lessons) has not in their case produced the result which Miss Low deprecates, of "boredom verging on dislike."

The juniors have brought in their play-boxes numbers of natural history books—two of them have Wood's large book, books about moths and butterflies, plants, British birds, &c. Some of these have been bought by the saving of treasured pence, or with money sent to buy a birthday present. Books about animals are perhaps the most universally popular at this age (from eight to fourteen). Seton Thompson's books they are very fond of and Kipling's "Jungle Books." I have known a boy of ten, when it came to his turn in a game we were playing to tell a story, stand up and repeat a tale from the "Jungle Book" almost word for word. This book was his own private property, and he never seemed to tire of reading it.

Besides animal stories and books of natural history, the juniors' own books include "Gulliver's Travels," "Robinson Crusoe," "Swiss Family Robinson," "Grimms' Fairy Tales," "Tom Brown's Schooldays," Lang's "True Story-book" (a great favourite), Newbolt's "Tales from Froissart," "Ivanhoe," Stevenson's "Black Arrow," a whole set of "Books for the Bairns," one each of Jules Verne, Fenimore Cooper, Ballantyne, and Henty.

It seems to me that the children of this generation have an immense advantage over us in the cheap reprints of the best books, which are as common as "trash," and which I believe they generally prefer. I have known two brothers—ages eight and ten—spend part of their weekly pence in taking in the series of "Penny Poets" as they came out, and I once overheard to my great amusement a lively argument between the younger of these brothers and another boy of nine on the merits of "Paradise Lost," which was the latest number, and which the youngest of eight complained that he "could not understand." "What can't you understand?" asked the nine-year-old; "just tell me what it is you can't understand in it, and I'll explain it to you!"

On Sunday evenings I generally read to them for half an hour, and the one book which has never failed to please is "Pilgrim's Progress." I once heard one young person describe it as "a jolly decent book!"

Children's history books now are as interesting as any other story books, and books which they read in school are attractive enough to be borrowed by boys in other forms than those in which they are read. In this way at present come in "Hereward the Wake," "Children of the New Forest," "Ivanhoe," "The Story of Odysseus," and the "Temple Readers," which are often borrowed from each other and read "for pleasure." I should not think it more necessary to recommend such books than to recommend jam tarts, which, if well made, supplied at the right time and not too frequently, are sufficiently attractive in themselves.

None of these boys—with perhaps one or two exceptions—has been a specially clever boy or has belonged to a specially literary family. No doubt they could be made to like trash if it were provided and put in their way, or if they saw us always reading it ourselves; but then such a course on our part would reflect rather upon our generation than on theirs. μ.

REVIEWS AND MINOR NOTICES.

A History of the English Church from the Accession of George I. to the end of the Eighteenth Century (1714-1800).

By the late Rev. Canon JOHN H. OVERTON, D.D., and the Rev. FREDERIC RELTON, A.K.C. (Macmillan.)

This book is the seventh of eight volumes of a complete "History of the English Church," originally planned by the late Very Rev. W. R. W. Stephens, Dean of Winchester; its six predecessors have already been noticed by us. On Canon Overton's death his work for this volume was left incomplete and in a rough state, and it has been arranged, revised, and completed by the Rev. F. Relton. As in Canon Overton's published works on the Church history of the eighteenth century, the matter prepared for this book was chiefly in the form of a series of biographies. This was not in accordance with the plan of the work as a whole, and would probably have been altered to some extent by the author had he been spared to finish the book. After his death it would have been impossible to alter it completely without destroying virtually all that he had written, and Mr. Relton has contrived to combine chronological with biographical treatment by dividing the work into four periods, and by adding much new matter. The arrangement as it stands is excellent and specially suitable to the subject; for, while the history of the Church falls into fairly marked divisions, the forces which affected it are so complex that it could scarcely be represented apart from the public lives of a large number of prominent persons who contributed to its development, and illustrate its character at various times. The book is written in a forcible and animated style. The first five chapters, which cover from 1714 to 1738, deal mainly with the defence of Christianity against the attacks of Arians and Deists, and set forth the contributions to it during those years of Waterland, Sherlock, Butler, Berkeley, Law, and Warburton. It was a time of religious controversy, and the English Church, rich in men of intellect and learning, routed the assailants of the Catholic faith. Meanwhile, it was spiritually poor; its practical energies seemed paralyzed, and its clergy were generally lazy and careless, and were despised and ridiculed. Among the causes of its lethargy special stress is laid on the dynastic controversy which cut off the dignified ecclesiastics, supporters of the Hanoverian succession, from sympathy with the inferior clergy, who were largely Tories, and on the silencing of Convocation, which prevented an effectual means of reform.

The year 1738 is taken as a turning-point in the life of the Church because it was the date at which John Wesley began his work as an Evangelist in England. While Wesley's character and labours receive sympathetic treatment, it is maintained with much force that he could not have accepted organized support from the Church, even had it been offered to him, that his methods were alien to its spirit, and that Methodism as an organization inevitably ended in severance. The differences between Methodism and Evangelicalism are clearly brought out, and the source of both movements alike is traced to William Law, though he did not himself fully sympathize with either. On the Church the first effect of Wesley's work was an increase of deadness arising from opposition to its special characteristics. Enthusiasm in religion was strongly condemned, and was regarded with such a morbid dread that Hurd, afterwards Bishop of Worcester, when preaching an assize sermon, chose that singularly inappropriate occasion to descant on the "exhorbitance [*sic*] of ungoverned piety." If the chapters dealing principally with the lives of bishops are less interesting than other parts of the narrative, the defect lies in their subject rather than in the treatment of it. No lack of interest will be experienced in reading the chapter devoted to Bishop Wilson, on whose work Mr. Relton has already written.

A third division of the history begins with 1760, not so marked a dividing point in the ecclesiastical as in the political history of England, for the first ten years of the reign of George III. saw but slight signs of improvement in the state of the Church. Yet the Evangelical movement made progress and before long became powerful for good. Among much else that is deserving of notice, the common belief that Newton was a man of imperious and gloomy temper, and exercised an unfortunate influence on Cowper's mental condition is ably, though perhaps not altogether successfully, combated. Full justice is done to the leaders of the Evangelical movement,

and its strong and weak sides alike are brought out with much care. The effect of the French Revolution on the position of the English Church was so marked that 1789 is a fair starting-point for the fourth period of its history during the eighteenth century. Church feeling was strongly stimulated by the fear and indignation with which men regarded the dissemination of revolutionary and infidel pamphlets among the masses. The belief that the constitution and the safety of society were endangered by the revolutionary propaganda rallied thousands who were previously indifferent on such matters to the support of the National Church, and identified the interests of "the altar and the throne." Yet this change was not, as we are reminded here, without some ill consequences, for it widened the breach between the Church and the Dissenters, and arrested the progress of toleration. The volume ends with four chapters on general Church life, the Sunday-school movement, colonial and missionary work, which is treated at considerable length, and includes an account of Berkeley's attempt to found a college in the Bermudas and the relations of the English Church with the sister Churches in Scotland and America and with the Moravian Church—the last a matter of special interest at present, for the "Moravian problem" is, we are told, to be discussed at the next Lambeth Conference.

Henry VIII. and the English Monasteries. By Abbot GASQUET, D.D., G.S.B. New edition, one vol. (G. Bell.)

Yet another edition of this frequently republished work bears witness alike to its well deserved popularity and to the desire of the public for sound information on matters connected with the religious changes accomplished in England in the sixteenth century. Abbot Gasquet's history of the suppression of the monasteries is surely by this time too well known to need further words of commendation. The present edition is a reprint of the edition of 1899, and that contained no important variations from the first edition in two volumes of 1888-9, save in the references to documents which had not been calendared when the book was written, and were therefore, when it first appeared, given in a less convenient manner. To this edition, however, we have a special preface explaining the author's views as regards the moral state of the religious houses at the time of their dissolution. The argument that earlier visitatorial records to some extent support the *comperita* of the King's visitors is met by some weighty remarks, among which we find that, though men and women "did not leave their faults and failings behind them when they entered the cloister," these records prove that the Church took means to detect sin, and punished it with severe censure. While it is true that human nature remains the same whether under cowl or helmet, it may be observed that those who entered religion undertook to live what was held to be a life of special holiness, and reaped the benefit of endowments founded for such as were faithful to their profession. They are therefore to be judged by a more exalted standard than others. Were the lives of the monks, nuns, and friars of the early years of the sixteenth century purer and better than those of their contemporaries who remained in the world? We do not say that they were not; but, if they were not, it was well that their societies should be broken up; for in that case they were cumberers of the land. That is the test by which English monasticism at the time of the suppression must be judged, and no vague phrases such as that discipline was "not all that could be desired" must turn us from that question. Again, we must not accept the assertion that the Church sternly repressed monastic immorality as true without many exceptions. It had been so in earlier days; but no one acquainted with English monastic history will, we think, deny that throughout the fifteenth century discipline was often relaxed and punishments were by no means adequate to offences. It was, speaking generally, a time of decay, and, though the monastic life when thoroughly carried out shielded its votaries from many temptations, it was when discipline was slack full of special temptations against which life in the world afforded safeguards. "Corruptio optimi pessima."

These considerations, however, only touch one side of the main subject of this preface, which is the credibility of the reports of the royal visitors. Abbot Gasquet points out that the object of the visitation begun in 1535 was to find evidence against the monasteries; that it was conducted by unscrupulous instruments and in an unfair and grievous manner; that the

charges which the visitors brought against the monks were utterly unsupported by outside evidence; that the alleged confessions rest only on the assertion of these visitors, whose characters do not entitle them to credit, and that their reports, horrible as many of the charges are, do not prove a state of wholesale corruption. His contention as to each of these points appears to us to be just. No one capable of judging evidence and unblinded by prejudice can read the reports of the visitors without the gravest suspicion. He next exhibits the misrepresentations commonly accepted as to the proceedings in the Parliament of 1536, and takes as an example a short sentence in Green's "History" which contains "some assertions that are absolutely false, some incapable of proof and unlikely, some distinctly misleading." That any document such as the famous "Black Book" is said to have been ever presented to Parliament, or, indeed, ever existed at all, is, as he shows us here, extremely doubtful. On this subject and on the whole character and course of the suppression a seeker after truth cannot do better than read Abbot Gasquet's well considered and interesting book.

A Grammar of Classical Latin for use in Schools and Colleges. By ARTHUR SLOMAN. (6s. Cambridge University Press.)

The scope of this Grammar is partly indicated by the title. "Classical Latin" is taken in its most restricted sense—that artificial literary dialect of which Cicero and Caesar are the recognized exponents in prose, Vergil, Ovid, and Horace in poetry. "Schools and Colleges" is defined as "throughout all forms of a classical school"; and we may say provisionally that Mr. Sloman stands half way between Kennedy and Roby. We may question at starting whether the game was worth the candle, whether the Grammar is not a survival, or rather a revival, of the Classical Renaissance, an attempt to prepare English youth for writing Latin prose like Cicero and Latin elegiacs like Ovid. What should we think of a grammar of classical English for foreigners which admitted no form or construction not to be found in Addison, Johnson, Goldsmith, and Pope, rejecting Shakespeare as archaic and Tennyson as silver English? The parallel seems to us neither far-fetched nor unfair. For what other reason should Terence be excluded at one end and Pliny the Younger at the other? The line of Terence

Amantium irae amoris integratio 'st

is chosen by the author as a type of the blundering examples of the old Latin grammars. Why it should be excluded, if Vergil's "Sensit delapsus in hostes" is admitted, we cannot for the life of us see.

Waiving this radical objection, we gladly admit that within the limits set the work has been well executed. The print is clear, and terminations are indicated by spaced type. Rules are concisely given and logically expressed. Examples are carefully chosen and well translated.

This general approval needs some qualification. The *Memoria Technica* Rules for Gender seems to us no improvement on the old "Propria quae maribus," except that there is not so much of it. Does a boy really need a *memoria technica* to teach him that *vir* is masculine and *mulier, mater, soror* are feminine? "The rhyme is bad"—we have the author's word for it—and the rhythm is worse:

Neuter reckon all in -en,
Except five which denote men;
Fiamen, cornicen, tibicen,
Fidicen, and tubicen
With ladies' pecten.

The prosody errs both by excess and defect. It is needlessly technical. Thus: "The Greater Alcaic is a Logaedic Pentapody Catalectic with Anacrusis"; and it does not give sufficient rules to guide a boy in writing Latin verse. Some of the rules we fail to understand. Thus, for the pentameter: "Avoid having a whole couplet in one sentence"; and to give a list of adjectives which occur as the final word is absurd: any adjective, if emphatic or used predicatively, may end the line.

We doubt whether in a school grammar it is wise in our present state of knowledge to indicate hidden quantities; and, though the author professes to do so, by giving Quicherat as his standard authority on quantity he shows that he has not seriously faced the problem.

To note one or two minor points, we cannot agree that

Cicero marks the transition state of the use of *cum* temporal with indicative or subjunctive. In the sentence quoted (page 363) "*cum* in concilium ventum" is indefinite time, "when the case was pending"; and "*cum* in consilium mittebant" "the moment when witnesses were being produced." Mr. Sloman justly takes credit for expelling the false ablative *feroce*, but he perpetuates the old misrendering of *ferox* as "fierce."

The Grammar will be of great service to a sixth-form boy, but we cannot think it adapted for use throughout a school.

From St. Francis to Dante. A Translation of all that is of primary interest in the Chronicle of the Franciscan Salimbene. By R. R. COULTON. (10s. 6d. net. David Nutt.)

As to the value of the record which Mr. Coulton is the first to present to English readers in anything like its entirety there can be no conflicting opinions. Brother Salimbene's chronicle is a kaleidoscope of the thirteenth century. The patterns shift continually, displaying at one moment the dismemberment of Italy by Emperor and Pope, at another the smallest detail of conventual miracle and gossip, the behaviour of the crops, or the state of the heavens. But behind the patterns, colouring and encompassing them all, is the atmosphere of the most heroic century that Europe has seen. Violent, incoherent, credulous, it is full of radiance and of life. The times, like the diarist, are indiscriminating: large and small, good and evil, are strangely confused, but the scale of everything is great. Devils and saints are realities; the horrors of earth closely impinge on the glories of heaven, but the glories are unmistakably present. Betwixt earth and heaven is

Passage wide—

Wider by far than that of after times.

As to the accompaniments with which the record is presented, judgment is more difficult to pronounce. Mr. Coulton is a controversialist, and the brief he holds is for the twentieth century. His aim is comparison, and he forces his question as to the value of mediæval ideals and practice in relation to our own. Salimbene's chronicle, to his mind, does much in providing the answer, and to him that answer appears overwhelmingly in favour of modern developments. "There never," he says, "was an age in which theory was more hopelessly divorced from practice than in the thirteenth century, or in which men owed more of their greatness to a passionate and life-long protest against the sordid realities of life around them." It does not seem to have struck him that the divergence he deplores, the contrast he perceives, in part at least, might arise as well from the exaltation of ideas as from the abasement of conduct. Our agreement with Mr. Coulton in his dislike of the pseudo-Franciscan cult is lively in the extreme. No thirteenth-century prescription swallowed neat can combat the disease of our day. The heart of the malady may indeed be the same, but its expressions are manifold and divergent; and, in regard to St. Francis himself, it is difficult to imagine anything more irreverent of his whole attitude and purpose than any tendency towards stereotyping the virtues he adored, in idealization of his personality.

But, though Mr. Coulton has every right to object to enthusiasm founded on cheap and unintelligent comparison, in attempting to expose the foolishness of nineteenth-century Franciscanism he surely falls into its error of comparing the incomparable. A weighing of the twentieth century with the thirteenth would demand a more inclusive vision of our own day, and a larger knowledge of the past, than it is possible to possess; but still more it would require an agreement as to spiritual values which it is impracticable to obtain. That impossibility is, in fact, the ground of the controversy now existing between Mr. Coulton and his opponents. The question is not as to the desirability of the coming of the Kingdom of God upon earth: it is as to the nature of that kingdom, and, consequently, the means by which it may be obtained. Europe is of age; and that the general level of conduct and existence has been raised since the days of her childhood no one will dispute. Many childish violences and crimes her adult life, of course, had put away. The question is whether, with a different aspect, because with a more orderly and rationalized mind, she pursues goodness and beauty with the ardour of her earlier days, or whether she is losing sight of ideals in conditions, and becoming blinded and slothful. It is not intelligently conceivable that the injunction "except ye become as little children" idealizes

the whole condition and sets it, faults and limitations included, as a model for adults. None the less the statement represents, and is accepted as representing, a vital and permanent truth.

Plato as an Introduction to Modern Criticism of Life.

By EMIL REICH. (10s. 6d. net. Chapman & Hall.)

This is an extraordinary book. It is an exposition of Dr. Reich's views on such topics as Love, Imperialism, Education, and Life in what he calls "the monde," introduced by references to the writings of Plato, often inaccurate and usually ungrammatical. Viewed as such, it is not without interest: as a book on Plato, it is worse than useless; and yet Dr. Reich claims for himself a place among the first interpreters of Plato. "In the fifteenth century the ladies of Florence sat and listened to Marsilius Ficinus, and to-day we are listening once more to the self-same topic." The same happy parallel is drawn in another lecture in somewhat different terms. "An audience similar to this sat before Lorenzo the Magnificent in Florence four hundred and thirty years ago, and heard him talk of Plato; and it will happen again two thousand years from now." "With Plato," says our modern Marsilio Ficino, "is needed a very fine interpreter, as in music and the drama." The recipe for becoming such is given on page 2. "For instance, if one has lived in America for some time, and studied anything of life, one begins to understand the whole 'Symposium' of Plato, any type of man and woman." It might also be as well perhaps to read what Plato says. That Dr. Reich, in spite of his references to "the pagination of Stephanus," does not seem to have done. "Beautiful things," says Plato, "are hard." Dr. Reich considers that Plato is easy. He talks a great deal about the "Symposium," and yet actually thinks that Plato says that love was always between similars. He thinks that Plato believed that, "wherever we find man and woman brought up on the same lines, there we will always find something wrong." He says that Plato never mentions love of country. He thinks that Imperialism is a Platonic idea. He imagines that Xenophon was Plato's pupil, that the Greeks never dreamt (Has he ever read the "Republic"?), and that pessimism was unknown in Greece! Dr. Reich talks of Nietzsche: let him read "The Birth of Tragedy." We will conclude by giving two typical quotations from this wonderful work, which will show how deeply Dr. Reich is imbued with the Platonic spirit. "And so too, Beethoven, who was in a great 'swear' when he heard Handel." "So, too, in Greenland, where the climate is awful, and the people live mostly underground, in dark caverns, a more cheerful people than the Greenlanders cannot be imagined." So, too, we may say, at Claridge's, where the champagne lunches are excellent, and the audience the leaders of society, a worse interpreter of Plato than Dr. Reich could hardly be found.

The Interlinear Bible. The Authorised Version and the Revised Version, together with the Marginal Notes of both Versions and Central References. (12s. 6d. net. Cambridge University Press.)

A specimen will indicate at a glance the method adopted for comparing the two texts.

If I speak with the tongues of men and of
angels, ^{but} have not ^{love,} I am become ^{and} as sounding ^{charity,}
brass, or a ^{clanging} cymbal. ^{tinkling}

Read along the upper line we have the Revised Version, and read along the lower line we have the Authorised Version. The minutest variations, even of punctuation, are faithfully recorded. Type, paper, and binding leave nothing to be desired, and, though it would need some practice to read from it fluently, yet for the use of the student no better method could be found.

The book speaks for itself and needs no further notice; but the occasion tempts us to make one general reflection on a version which has now been more than twenty years before the public. There can be no disputing that it has wholly failed to supersede the Authorised Version. It is the exception even for the clergy to use it in reading the lessons. It was not, of course, to be expected that in so short a space of time we should change the words of the Lord's Prayer or omit the final clause; but it is surprising that it should not have found its way into schools as the "textus receptus" and that a quotation

from it should strike our ear as strange. Doubtless the comparative failure to win acceptance is mainly due to our inborn conservatism; but, in our judgment, this is only a partial explanation. There is the further fact, which will now hardly be disputed, that the Revision Company were too much slaves to the letter, and, while careful to avoid innovations which would have raised dogmatic controversies (as in the two records of the Creation), they had no scruples in sacrificing to verbal accuracy rhythm, harmony, and modulation. The very verse that we have quoted at random will serve as an instance. "Love" is, undoubtedly, a better modern rendering of *ἀγάπη* than "charity," and "clanging" is an improvement on "tinkling"; but the cacophony of "become sounding" should have given the Revisers pause. And when we read in the same chapter: "Whether there be prophecies, they shall be done away: whether there be tongues, they shall cease: whether there be knowledge, it shall be done away," no sense of accurate scholarship can reconcile us to the loss of the old, familiar rhythm. "Thy will be done, as in heaven, so on earth" appears to us a wanton change, and the alteration of "the uttermost farthing" and "a quickening spirit" to "the last farthing" and "a life-giving spirit" we resent as a slur on our common intelligence.

Principles and Methods of Teaching. By JAMES WELTON.
(5s. W. B. Clive.)

Prof. Welton is known to most students of pedagogics as the author of "The Logical Bases of Education," the clearest exposition of the theory of education that can be found in any English text-book. The present volume is a sequel—an attempt to apply the theory to the actual work of the school. It is meant to be practical, to guide the teacher in his daily task; but it is none the less theoretical, in so far as each plan of study, each scheme of lessons, is directly based upon or referred to first principles. Thus, though the chapters on "Music," "Geography," "Mathematics," "Natural History," and "Needlework"—nearly half the book—are contributed by various writers, Prof. Welton is fully entitled to set his sole name on the title-page: he is the architect, and his collaborators the masons who have carried out his plan. One name, however, deserves particular mention. Mr. Welton's chapter on "Mathematics" (for his "Geography" we do not so greatly care) is an original and independent piece of work.

It will already be apparent that the book is a new departure: that it differs in conception from its predecessors, with which we should naturally compare it, such as Barnett's "Teaching and Organization" or Collar and Crook's "School Management," as constituting an organic whole—a complete *ratio studiorum*. The teacher who is on the look-out for tips, wrinkles, the newest lights on his subject, will be sent empty away. As the author epigrammatically puts it, the model for a work on teaching should not be a book on cookery, with recipes for every dish. There is a further limitation which should, we think, have been mentioned—if not on the title-page, at least in the preface. The work is confined to subjects taught in the elementary school, and among these physical training is not included. Of foreign languages, ancient or modern, there is not a word.

The book falls into two distinct parts—pure theory, which occupies the first hundred pages, and applied theory, to which the remaining four hundred and fifty pages are devoted. The first part is largely critical, and the trenchant analysis of Herbert Spencer's theory of "values," of Herbartian "concentration," and formal steps of method, and of the hackneyed maxims such as "proceed from the known to the unknown" is admirable.

There is one easily remediable defect which seems to us to depreciate the value of all the succeeding chapters—the element of time is omitted. Thus, the advice given as to the study of a play of Shakespeare that it should be read consecutively four times, each time with a different intention, is sound doctrine; but a teacher in this wicked world will ask himself how many years a play will last with the ordinary allowance of time. He will also ask whether children of thirteen are competent to comprehend the essays of Bacon and of Stevenson and to appreciate the differences of style. We hope that in a second edition, which is certain to be called for before long, the author will make good this defect and also supply an ideal time-table, showing the distribution of hours between the five broad groups

or nine subjects which must be regarded as essential constituents of any worthy curriculum.

Selections from Latin Authors. By A. F. WATT and B. J. HAYES.
(2s. 6d. Clive.)

This book has been prepared for the use of candidates for matriculation at London University, the extracts being intended not only to interest the reader, but also to give him some idea of the classical authors from whose works they are taken. To assist the student in answering elementary questions on literature, each author is introduced by a brief sketch of his life and writings. Short, but sufficient, notes and a vocabulary are furnished. Even a captious critic, taking into account the modest aim of the editors, could find little fault with their work. Perhaps the statement that "the cycle of poems which he [Tibullus] apparently wrote in conjunction with Messalla's niece, Sulpicia, would suffice to place him in the first rank of elegiac poets" will convey but small instruction to the young. We do not know that Tibullus wrote any poems whatever in conjunction with Messalla's niece, Sulpicia, and, as President Roosevelt would say, "that's all there is about it." And is it not over-bold to give

"Sulpicia est tibi culta tuis, Mars magne, Kalendis"

(IV. 2) as a specimen of Tibullus? On page 271 the quantity of the *i* in "Tyrhidae" might have been marked; it is a case in which boys and girls are wont to go astray. Neither note nor vocabulary gives "sun" as a meaning of *sidus*; and yet that is the sense of the word in Tibullus II. 147, a passage used in the text. We observe, moreover, that candidates for matriculation are taught to write "Vergil"; we remark in simple and colloquial language that "Virgil" is good enough for us. But these things are mere trifles. The work is done with far more care than is usually bestowed on books of the same class. Those who have pupils reading for the London Matriculation, or for similar examinations, will do well to avail themselves of this excellent collection of pieces, now in a third impression of the second edition. And to the private student it should prove of the utmost value, affording him in isolation the guidance of capable men.

Greek Reader. Vol. II. By E. C. MARCHANT. (2s. Clarendon Press.)

The first volume of Mr. Marchant's "Greek Reader" is now followed by a second, the text being again selected from Prof. von Wilamowitz-Moellendorf's "Griechisches Lesebuch." The pieces are taken from the "Life of Aesop," Plutarch, Arrian, Polybius, Posidonius (in such form as he can be recovered), Theophrastus, Aeschylus, and Hero of Alexandria. Most of what we said in reference to the first volume applies to the second, which, however, offers more difficult matter and is suitable for a fifth or lower sixth form. Occasionally, as before, Mr. Marchant's German is at fault. "Das Thatsächliche, auf das es uns ankommt," means "the element of fact, which is that to which we attach importance," not, as he says, "the element of fact, on which it is dependent." But we are aware that he was not bound to fidelity of translation. Nor does he merely render the original; he prunes excrescences from it or grafts on to it matter of his own. His work is done with sufficient care, and the book may safely be used by those whom the range of the extracts does not alarm. Tacitus for Sallust in line 20 of page 36 is a slip that mars the sense. The error should be corrected in a second edition.

"French Lessons in French" Series.—(1) *Vocabulaires et Descriptions*. (1s.) (2) *Conversation in Class*. (6d.) (3) *La Visite Importune*. (2d.) (Cassell.)

(1) There is nothing distinctive or original in this series. The vocabularies are in good bold type, but the topics seem chosen somewhat at random. Thus we miss "The Classroom," though three chapters are assigned to "Pencil-box," "Penholder," and "Penknife." A "dab" and "lemon sole," "prawns" and "shrimps" are not synonymous, and we do not see the advantage of phrases such as "You break your arm," "You are bandy-legged." (2) We may give as a specimen the last conversation: "Qu'est-ce que cela fait?—Cela ne fait rien du tout." We do not see the use of repeating the question in the *Questionnaire* at the end of the lessons. (3) is "a monologue for recitation in schools and polytechnics," and is in two forms—one for boys and one for girls. The attempts at transliteration are not happy—"Key ace kuss lah."

Lettres Persanes par Montesquieu. Adapted and edited by EUGÈNE PELLISSIER. (2s. 6d. Macmillan.)

This latest volume is an acceptable addition to Mr. Siepmann's "Classical French Texts." Montesquieu, though not much read nowadays in France, must always from his English affinities appeal to Englishmen, and he forms a link between French and English literature; and the "Lettres Persanes," from their easiness of style and pleasant humour, are of all his works the best adapted for school reading. The annotations are very full and thorough, and, if we accept the lines that the editor has laid down for himself, there is little in them to criticize. Three-fourths of them are grammatical, and the departures from modern French usage are carefully noted; but it seems

to us waste of labour and worse to give lists of nouns with different meanings in the singular and plural, or when masculine or feminine, and generally when a reference to any standard grammar would have sufficed. What we want, and rarely find, is notes on the subject-matter of the "Lettres," illustrations of the age, of the *ancien régime*, the Court, society, the literary world against which Montesquieu's shafts were aimed. The introduction gives a brief sketch of the author's life and works, ending with an apt quotation from Gerusez, all very right and proper (except that it makes Montesquieu a Councillor of the Bordeaux Parliament at the age of fifteen), but what the pupil wants to warm his interest is some account of the visit to England, of his friendship with Lord Chesterfield, of his influence on English literature, and especially that of the "Lettres Persanes," from Goldsmith's "Citizen of the World" down to Mr. Lowes Dickinson's "John Chinaman." Instead of Gerusez's "he was unostentatiously benevolent" and the weak paraphrase of his confession of faith, he wants the story of the boatman's father redeemed by Montesquieu from Barbary pirates in the very words. We offer in conclusion a few suggestions. The first grammatical note on the subjunctive after *le premier*, &c., needs correction. According to it, "C'est la seconde fois que je vous voie" would be good French. *Sacré* before the noun hardly amounts to "a blasphemy." Page 35, *de bons mots*, "good words"; but, on the next page, *des recuilles de bons mots* without a note. "*Autrui* etymologically = *de l'autre*" is a dark saying, and the only other philological note (for which much thanks) is an exploded piece of guesswork. To call *autre chose* masculine is a grammatical superstition. The appendix of parallel passages for translation into French is an excellent notion.

Michael Drayton: a Critical Study. By OLIVER ELTON.
(6s. net. Constable.)

Prof. Elton's name upon the title page prepares us at once for criticism that is scholarly and sound; and in "Michael Drayton" he has added to his customary accomplishment an enthusiasm which is infectious. Naturally, a considerable portion of the work is devoted to a study of "Poly-Olbion," the great poem of thirty songs in which Drayton endeavours to rescue from the oblivion into which they are falling the "delicacies, delights, and rarities of England and Wales." Prof. Elton happily compares the "Poly-Olbion to an over-freighted galleon which has foundered, and is now only brought to the surface in fragments by diving antiquaries and anthologists. But, none the less, we may remark that never, since those early years of the seventeenth century when it was penned, has the spirit that prompted the poem stirred the minds of Englishmen in the degree it does to-day. With one hand, indeed, we continue wrestling our material prosperity from earth and from air regardless of cost, but with the other we are attempting at least to ear-mark and preserve our antiquities. If we do not yet most effectively reverence the past, we at least have made it our fashion. Its votaries may not always be discriminating in their devotion, but that devotion is real and it is wide-spread. For the twentieth century has, in common with the sixteenth, something of that love of perfection, that protest against the inroads of the temporal on the eternal, which was life beneath the artificialities of the Renaissance. The footnotes and bibliography are alike excellent, and the student cannot but be grateful for the presentation of all that is known about the poet, and the upshot of countless small controversies about the incidents of his life, in a volume so attractive and compact. Yet the final appeal of the book is to a circle that is wider. The last three chapters contain a wise and discriminating estimate of Drayton's gifts as a whole, and the verdict that is given and the examples that are used cannot fail to commend him to the lovers of our literature. "His importance in the musical, and not only in the mechanic, evolution of our verse is real and distinct. He gave an accent of his own to nearly every measure that he practised; and he practised sextain, rhyme royal, sonnet, Italian octave, heroic couplet, short-lined ode, octosyllabic couplet, dithyrambic stanza, and alexandrines. There is not one of these that he did not sometimes write as well as any poet of the English Renaissance."

"The Muses' Library."—*The Poetical Works of Matthew Arnold.*

Edited by LAURIE MAGNUS. 2 vols. (Routledge.)

"The Muses' Library" is prettier outside than in. Its binding, in blue and gold, is quite attractive, but paper and print are common, and misprints, at least in the example before us, far more frequent than they should be. If the object of the edition was to popularize the poet, we do not think the manner in which he is presented to the public well calculated to serve that end. The editor's introduction is particularly unsatisfactory in this respect. It rather seems written as from one critic to another than as from an old admirer of the poet to minds comparatively untried; and, if Mr. Magnus wished to make a statement as to Matthew Arnold's relation to the expansion of England and other social developments in the nineteenth century, he should have been aware that this could not be done to any purpose in a score of pocket octavo pages. He aims chiefly at making the poet's limitations clear, and telling the reader what qualities the poems do not contain. The introduction to a popular edition is surely more likely to be useful if it proceeds by the contrary method, and stimulates the reader—who need not be presumed over-appreciative—to discover and enjoy what

qualities the poems do contain. In the work of a poet so great and man so great as Matthew Arnold these will not be few.

Radio-activity. By E. RUTHERFORD. Second Edition.
(12s. 6d. net. Cambridge University Press.)

The first edition of Prof. Rutherford's work on "Radio-activity" appeared little more than two years ago; yet in that short period so much of importance has been unveiled that the original book no longer represents the position of our knowledge of the subject, and this second edition has been prepared to supply a connected and up-to-date account of the information scattered so widely through many scientific journals. The scope of the work may be indicated sufficiently by saying that it treats in an exhaustive manner of the very complex phenomena exhibited by a number of substances of which radium and thorium may be taken as types. In this edition the development of the theory of disintegration as an explanation of radio-active changes and effects occupies a commanding position. Although some authorities cannot yet bring themselves to believe in the compound nature of the chemist's atom and in its liability to rearrangement of parts accompanied by the expulsion of a portion of its own material, yet this theory serves to connect many apparently isolated facts, not only qualitatively, but also frequently quantitatively, and at present it has no rival. The intensely interesting questions of the possibility of transmitting one element into another and of obtaining access to the enormous store of energy apparently locked up in the atoms themselves arise as a consequence of this theory, and now await solution. Prof. Rutherford is one of the pioneers in radio-activity, and advanced students of physics cannot afford to neglect a book written by one whose knowledge has been gained at first hand.

First Stage Physiography (Section I). Edited by R. W. STEWART.
(2s. Clive.)

This book contains an elementary experimental course of a very simple kind in those branches of physical and chemical science which must be at the command of the student who wishes to get a grip of physiography proper. The subjects treated are mechanics, heat, light, and elementary chemistry. The subject matter is presented accurately in clear and simple fashion, and represents the minimum equipment with which the intending student of physiography should start.

An Elementary Text-book of Inorganic Chemistry.
By R. L. WHITELEY. (2s. 6d. Methuen.)

For students taking the Elementary Stage of the syllabus in Chemistry issued by the Board of Education, this book may be recommended as accurate and full. It is written as a book of descriptive chemistry rather than as a mere laboratory guide, and is, of course, intended to be supplemented by practical work on the part of the student. We notice on page 23 that the ratio denoting relative density is inverted. The illustrations are numerous and clearly drawn.

Golden Numbers: a Book of Verse for Boys and Girls. Selected and Arranged by Mrs. P. A. BARNETT. (Longmans.)

There is much to commend this latest school anthology. Its chief distinction is the freshness and originality of the selection. Half of the poems included will not be found in similar books of poetry. Secondly, the compiler has rightly given the preference to narrative poems. A third canon propounded in the preface seems to us more doubtful: "The book begins with the more recent authors, and works back to the older." Surely the old is, as a rule, simpler and more intelligible to boys and girls than the new, and they will "get a liking" for "The Lady of Shalott" through "Kosabelle," not *vice versa*. For different reasons we should be inclined to blackball Tennyson's "England and America in 1782," Ebenezer Elliott's "Battle Song," the two historical ballads of F. T. Palgrave, and the fragment of Gray. But this is to say, in other words, that the great majority of the poems commend themselves to our taste and judgment. The notes err on the right side, by defect. Thus the first two poems named above will not be intelligible without some further explanation. "Who," the pupil will ask, "is 'the man sent out to rule by land and sea'?" "Hints on Scansion" had better have been omitted. We agree with the editor that English prosody should be taught in schools; but she attacks in a page a thorny subject to which Prof. Saintsbury has devoted one bulky tome, with promise of several more to come, and she takes for analysis a metrically difficult poem, on the scansion of which authorities would differ. Thus the first line is scanned

"Ri'ding | at daw'n, | ri'ding | alo'ne,"

but the corresponding line of the subsequent stanzas suggest rather a dactylic basis—

"Trumpeter, sound for the Light Dragons!"

The "Look about You" Nature Study Books. No. IV.
By THOMAS W. HOARE. (8d. T. C. & E. C. Jack.)

Mr. Hoare is an experienced teacher, and these object lessons on animal and vegetable life have been tested in the class-room. "Uncle George" once and again reminds us painfully of Mr. Barlow, and we resent his aspersions on trout-fishing; but this is the only fault we have to find with a book which is excellent both in method and in

matter. The coloured illustrations are admirable, and the name of the printers (Messrs. McFarlane & Erskine) deserves honourable mention.

Uppingham School Roll, 1824 to 1905. Third Issue.
(8s. 6d. net. Stanford.)

The thanks of all Uppinghamians are due to the Rev. G. H. Mullins—or rather, as the preface informs us, to Mrs. Mullins who has borne the main burden of bringing the school roll up to date. It is interesting to observe that the entries in 1853—the year when Thring entered on his head mastership—were 18, and in 1887 (his last year of office) they were 89. But for his self-denying ordinance they would doubtless have increased still more.

"Gateways to History."—Seven Books, from Book I., *Heroes of the Homeland* (10d.), to Book VI., *The Pageant of the Empires* (1s. 6d.). (Edward Arnold.)

These are a series of well written and well illustrated readers to suit the various standards. They are intended to be used with the series of geographical readers entitled "Home and Abroad" and with the "Steps Literature," both of which are also published by Mr. Arnold. Thereby it is hoped—and we do not think hoped in vain—that some sort of correlation will be produced between history, geography, and literature, the three best subjects with which to try the experiment. We begin with the "Heroes of the Homeland"—simple characters from domestic history, such as Alfred, Harold, Edward the First, &c., down to Victoria the Good; and the corresponding book in geography is "Glimpses of the Homeland"; while "Tales of the Homeland" is the book in literature. And so the subjects go on expanding till we have "The Pageant of the Empires"—the world Empires of the olden days and the more recent settlement of the nations—together with the volumes "The World's Trade and Traders" and "Glimpses of World Literature." The plan seems an excellent one. But the readers may be used quite independently, and no one is compelled to try it. Meanwhile we can recommend the "Gateways to History" as a very satisfactory series, well chosen, well written, and well illustrated. Boys and girls will, indeed, be hard to please who are not interested in them.

"The English Counties."—*Middlesex*. (8d. Blackie.)

This is one of a series of little books intended to interest children in their neighbourhoods. Each book gives a brief but well written account, historical and geographical, of the particular district with which it deals. It touches on the chief facts and features only, and tells its story in a plain and simple way. In the same fashion it is supplied with a few maps and pictures. It is well and clearly printed, and is eminently readable. A capital idea well carried out.

The Sir Roger de Coverly Papers. Edited, with Introduction and Notes, by R. G. WATKIN, M.A., Ph.D. (1s. net. Dent.)

This is an extract from the *Spectator* of the nineteen papers or so which deal with various episodes in the life of Sir Roger. It is well supplied by Mr. Watkin with a brief introductory preface and about fourteen pages of simple notes. It is well and tastefully printed and bound, and forms one of the volumes of Messrs. Dent's "Temple Series of English Literature." In its simple way it is well executed—as, indeed, are most of the other volumes of the series which we have seen.

Selected Poems from Matthew Arnold. Edited by RICHARD WILSON, B.A. (1s. 6d. Edward Arnold.)

Mr. Wilson has given us a very choice little selection of the poems of Matthew Arnold with an all too brief introduction of some six pages and about fourteen pages of notes. Here are almost all our favourites—"Sohrab and Rustum," "Balder Dead," "The Scholar-Gipsy," "The Forsaken Merman," "The Strayed Reveller," and those tender memorial verses to Wordsworth. The selection is intended for pupils in middle and upper forms of secondary schools, and it is hoped that the poems here included can be understood and appreciated to some extent by boys and girls under the guidance of a sympathetic teacher. The remarks in the introduction on Arnold's characteristics as a poet might well have been extended. The notes are for the most part brief and business-like, and care has evidently been taken to insert nothing in them which may draw the student's attention aside from the poem itself. That is the right mood in which to annotate the poems, and cannot fail not only to lead the young reader to appreciate them, but also to create a desire in him to know more about the author and his work. We wish this little book every success.

Plutarch's Lives of Coriolanus, Caesar, Brutus, and Antonius in North's Translation. Edited, with Introduction and Notes, by R. H. CARR, B.A. (3s. 6d. Clarendon Press.)

The chief difference between this edition and the well known one by Prof. W. W. Skeat (in 1875) is that the lives whose names are given above are given entire, and that, whereas Prof. Skeat quotes his selections from the 1603 edition, Mr. Carr gives his from the 1595, because he thinks, for various reasons—none of which are, he confesses, conclusive—that the 1595 was the edition which Shakespeare used. It is a nice point which we cannot decide. The system adopted in the notes is that mere references are given where Shakespeare appears

to have borrowed subject-matter only and full quotations where he appears to have followed North's actual language. An index is added giving a list of the references to the plays arranged in order under act and scene; all these references being to the "Oxford Shakespeare" edited by Mr. W. J. Craig. The introduction is fairly well done and gives all that is necessary about the life of Sir Thomas North, the translations of North and Amyot, and Shakespeare's use of North in the three plays referred to. This edition is intended for those who desire to study more closely Shakespeare's method of dramatic composition; but it will also be of service to those who do not care to go so closely into matters, but merely wish to see for themselves the general extent and character of his indebtedness as a whole to an original source. The book will serve equally well for either purpose. It is a good book carefully dealt with, and deserves a place in every Shakespeare library.

Outlines of British History for Catholic Schools. By E. WYATT-DAVIES, M.A. Illustrated. (2s. 6d. Longmans.)

This is intended to serve junior scholars in Catholic secondary schools as a preparatory book to the same author's larger "History of England." It is written on the same lines, and, while it does not unduly introduce matters of controversy, it still views things from a distinctly English Roman Catholic standpoint. It is a pity that history should require this editing, but, if it is to be done at all, no one could do it with more entire absence of offence than Mr. Wyatt-Davies. He knows his subject well and has produced a bright and readable little book—well illustrated and well printed—beginning with Julius Caesar and ending with the death of Queen Victoria in 1901. The book ends with a short chapter on the Colonial Empire and a full index.

JOTTINGS.

A RETURN of the comparative expenditure on education in the three kingdoms, which was asked for by Mr. T. O'Donnell last Session, has now been made by the Board of Education and published as a Parliamentary paper. We extract the following interesting statistics. The first column gives the Imperial Exchequer grants for all educational purposes; the second column gives the amount raised from rates; and the third column gives the amount received from the "whisky money" calculated per head of the population:—

	s. d.	s. d.	s. d.
England and Wales...	6 11	5 5½	0 6½
Scotland	6 11	4 10½	1 0½
Ireland	6 5½	0 1½	0 6¼

The Imperial grant, according to this year's Education Estimates, is, in round figures, £17,000,000, and the total raised from rates is £10,400,000. The number of teachers of all ranks in the public elementary schools of the United Kingdom is 209,926. The number of pupils per 100 of the population who are in attendance at secondary schools is '28 in England and Wales, '35 in Scotland, and '36 in Ireland. The average salary of an elementary head master is in England and Wales £161, in Scotland £179, and in Ireland £103. The salaries of head mistresses and of assistants show very much the same proportion.

DICTIONARY makers, as we have before remarked, are the least progressive of mortals. Dr. Feller's "Neuestes Taschen-Wörterbuch, Deutsch und Englisch," which we lighted upon at a remote Luxembourg inn, helped to beguile a rainy day. It has for the use of travellers an appendix of dialogues and colloquial expressions. Motors are unknown, and we still travel by stage coach. The lady asks the gentleman "to get a little further," and the gentleman answers: "A little; my neighbour here is rather stout." But in Part II. the pair are on more familiar terms. The lady allows that "she is sleepy, but cannot get into a convenient position." The gentleman answers: "Do not inconvenience yourself, Madam, if my shoulder is any accommodation to you." And then we leave them—no *Fortsetzung folgt*. "On board a steamer" the traveller fortifies himself against sea-sickness with a beef-steak, plenty of potatoes and port wine, and here we are given the sequel. "Oh dear, there lies the gentleman and the beef-steak!" "The lady at her toilet" is a delicate subject daintily handled. "Comb me carefully," she tells her maid; "I will not wear curls"; and, when handed her tooth-brush, asks: "Have you ordered the dentist and the chiropodist?" We should advise Germans to use with caution Dr. Feller's colloquialisms. "I was all up then" (*ich war ruiniert*), "bloody" (*sehr*), "to jump the broomstick," "to give the bullet," "cock" (*der Bursche*), "cockalorum" (*ein eingebildeter Mensch*), "jam" (*die Geliebte*), "lawful-jam" (*die Gattin*), "we are in a pretty mess," "a nice parcel" (*ein hübsches Mädchen*), "I have the run of my teeth there" (*Ich habe dort freies Essen*), "to lose one's

shirt" (*zornig werden*). Dr. Feller seems to have hats on the brain, and there are some dozen synonyms for a tall hat; but, if the traveller needs a swallow-tail coat or a suit of dittoes, he is left in the lurch.

THE School of Art Wood-carving, South Kensington, which now occupies rooms on the top floor of the new building of the Royal School of Art Needlework in Exhibition Road, has been reopened after the usual summer vacation, and we are requested to state that some of the free studentships maintained by means of funds granted to the school by the London County Council are vacant. The day classes of the School are held from 10 to 1 and 2 to 5 on five days of the week, and from 10 to 1 on Saturdays. The evening class meets on three evenings a week and on Saturday afternoons. Forms of application for the free studentships and any further particulars relating to the school may be obtained from the Manager, Miss M. E. Reeks, School of Art Wood carving, Exhibition Road, South Kensington.

THE Rev. Dr. Guinness Rogers writes to the *Times* insisting on the necessity for a clear definition of undenominationalism that may be incorporated in the Education Act itself, and he proposes tentatively: "The true Catholic faith such as we find in the Apostles' Creed or in the 'Te Deum.'" Dr. Rogers's *forte* is theology, and here we do not presume to criticize; but his foible is scholarship, and as scholars we do protest against the travesty of Juvenal which forms the tail-piece of his letter. "'Perdere vitam propter causas vivendi' can never be a wise policy."

THE new buildings of the Working Men's College in Crowndale Road are now complete except as regards laboratories, and the winter session was opened with a presidential address by Prof. A. V. Dicey. The classes now number nearly one hundred, and comprise nearly every subject of letters, art, industry, and commerce. The program includes two University Extension Courses on the "History of Architecture," by Mr. J. Bannister Fletcher, and on "Napoleon," by Mr. G. M. Trevelyan. Among the Saturday evening lecturers are Profs. Osler and Bozery, Sir F. Maurice, and Sir J. Cockburn.

A CORRESPONDENT of the *Tribune* submits a comparison between the administrative expenditure on education of Scotland and of London. The population of the two is very nearly the same—4,500,000—and the children on the school rolls are in thousands 804 for Scotland, against 753 for London. And yet London with its one central Council spends nearly three times as much as Scotland with its 972 School Boards—£296,830, against £108,400.

MISS DOWNS, formerly of King Edward's Girls' Grammar School, Bath Row, Birmingham, is returning to England, after having been for fourteen years Head Mistress of the State-endowed Grammar School for Girls at Rockhampton, Queensland.

TRANSLATION of a youthful *carabin* in a recent examination: "Il ne faut pas trop aimer la bonne chère."—"You must not spoon the nice nurses."

THE death of Mrs. Thring, which occurred at Uppingham on September 20, removes a link with the past. She was in her eighty-sixth year, and it is just fifty-three years since her marriage with Edward Thring, which followed closely on his appointment to Uppingham. She was the daughter of a Prussian Government official, and to her influence may be traced that infusion of the German element in the staff which has continued a distinctive feature of the school. To her rare qualities as a wife and a matron ample testimony is borne in Dr. Parkin's "Life of Thring."

MR. JOHN R. AIRBY, late Scholar of St. John's College, Cambridge, has been appointed Head Master of the new secondary school at Morley.

MR. T. R. TURNBULL has been appointed Head Master of the Humberstone Foundation Clee School.

As in France, so in England, Catholic laymen decline to follow the advice of their bishops. In an open letter by Mr. C. J. O'Donnell, addressed to the managers of the Catholic schools at Walworth, he pronounces the Education Bill "a monument to the fair-mindedness of Liberal Protestants," and, in particular, points out how far more advantageous to Catholic schools is Clause IV. as amended by the Government, which gives an appeal to the Board of Education, than the mandatory clause for which extreme denominationalists contended.

BOOKS OF THE MONTH.

Art.

Fair Women in Painting and Poetry. By William Sharp. (New Edition.) Seeley & Co., 2s. net.

Biography.

George Herbert and his Times. By A. G. Hyde. With 32 Illustrations. Methuen & Co., 10s. 6d. net.

Christmas Books.

Adventures on the Great Rivers. By Richard Stead, B.A. With 16 Illustrations. Seeley & Co., 5s.

The Romance of Missionary Heroism. By John C. Lambert, M.A., D.D. With 39 Illustrations. Seeley & Co., 5s.

Things seen in Japan. By Clive Holland. With 50 Illustrations. Seeley & Co., 2s. net. [The photographs are excellent.]

Adventures in the Great Deserts. By H. W. G. Hyrst. With 16 Illustrations. Seeley & Co., 5s.

Survivors' Tales of Great Events. Retold from Personal Narratives. By Walter Wood. Illustrated. Cassell & Co., 3s. 6d.

Classics.

Selected Lives from Plutarch. Oliver & Boyd, 3d.

Plutarch's Life of Caius Martius Coriolanus. North's Translation. With Introduction and Notes by Augustus Jessopp, D.D., and R. H. Allpress, M.A. George Gill & Sons, 1s.

C. Plini Caecili Secundi Epistularum Liber Sextus. Edited by J. D. Duff, M.A. Cambridge Press, 2s. 6d.

Caesar's Civil War, with Pompeius. Translated, with Introduction and Notes, by Rev. F. P. Long, M.A. Clarendon Press, 3s. 6d. net.

The Frogs of Aristophanes. Edited, with Introduction, Commentary, and Critical Notes, by T. G. Tucker, Litt.D. Macmillan & Co., 3s. 6d. net.

Divinity.

The Boy's Life of Christ. By W. Byron Forbush. Illustrated. Holder & Stoughton, 5s.

Adonis, Attis, Osiris: Studies in the History of Oriental Religion. By J. G. Frazer, D.C.L., LL.D., Litt.D. Macmillan & Co., 10s. net.

Saint Paul's Epistle to the Ephesians. The Greek Text, with Notes and Addenda. By the late Brooke Foss Westcott, D.D., D.C.L. Macmillan & Co., 10s. 6d.

The Apocalypse of St. John. The Greek Text, with Introduction, Notes, and Indices. By Henry Barclay Swete, D.D. Macmillan & Co., 15s.

The Interlinear Bible. Cambridge Press, cloth, 12s. 6d. net.

School Prayers. The Mendip Press, 5s. net.

The Gospel according to St. Mark. Explained by J. C. Du Buisson, M.A. Methuen & Co., 2s. 6d. net.

Drawing.

The MacWhirter Sketch Book. With 24 Examples in Colour, many Pencil Sketches, and an Introduction by Edwin Bale, R.I. Cassell & Co., 5s.

"The Life and Leaf" Set of Drawing and Design Cards. By W. Midgley, A.R.C.A. Chapman & Hall, 2s. net.

The Early Work of Raphael. By Julia Cartwright. New and Revised Edition. Seeley & Co., 2s. net.

Mathematical Drawing. By Prof. G. M. Minchin, F.R.S., and J. B. Dale, M.A. Edward Arnold, 7s. 6d. net. [An elementary knowledge of geometrical conics and solid geometry is assumed.]

English.

Shakespeare's Merchant of Venice. Edited, with Introduction and Notes, by Francis Storr. Meiklejohn & Holden, 1s. 6d.

Coriolanus: Questions and Notes. By Stanley Wood, M.A. Geo. Gill & Sons, 1s.

Shakespeare: A Midsummer Night's Dream. Edited by A. F. Watt, M.A. W. B. Clive, 2s.

Illustrations of English Literature. From Defoe to Burns. Edited by C. L. Thomson. Horace Marshall & Son, 1s. 4d.

Stratford-on-Avon from the Earliest Times to the Death of Shakespeare. By Sidney Lee. Illustrated. [The Second Edition of 1890 revised and brought up to date.] Seeley & Co., 6s.

Gammer Gurton's Needle. By Mr. S., Mr. of Art [c. 1562]. Published for the Early English Drama Society, by Gibbings & Co., 2s.

The Abbot. With Introduction and Notes by H. Corstophine. A. & C. Black, 1s. 6d.

Charles Dickens. By G. K. Chesterton. Methuen & Co., 7s. 6d. net. Death and Immortality. By Henry Montague, Earl of Manchester. With an Introduction by Elizabeth Waterhouse. Methuen & Co., 2s.

Précis and Précis Writing. By A. W. Ready, B.A. George Bell & Sons, 4s. 6d.

George Farquhar. Edited, with Introduction and Notes, by William Archer. T. Fisher Unwin, 2s. 6d. net.

Shakespeare's Coriolanus. By Stanley Wood, M.A. George Gill & Sons, 2s.

Progressive Course in English Grammar and Composition. (1) For Junior Classes. 6d. (2) For Senior Classes. 9d. *Oliver & Boyd.*

Fiction.

In the Days of the Comet. By H. G. Wells. *Macmillan & Co.*, 6s.
No Friend Like a Sister. By Rosa N. Carey. *Macmillan & Co.*, 6s.

The Carroll Girls; or, How the Sisters helped. By Mabel Quiller-Couch. *Hodder & Stoughton*, 5s.

Disenchanted. By Pierre Loti. Translated by Clara Bell. *Macmillan & Co.*, 6s.

Listener's Lure: an Oblique Narration. By E. V. Lucas. *Methuen & Co.*, 6s.

The Call of the Blood. By Robert Hichens. *Methuen & Co.*, 6s.

In the Shadow of the Lord. By Mrs. Hugh Fraser. *Methuen & Co.*, 6s.

The Ladder to the Stars. By Jane Helen Findlater. *Methuen & Co.*, 6s.

The Car of Destiny and its Errand in Spain. By C. N. and A. M. Williamson. *Methuen & Co.*, 6s.

The House of Islâm. By Marmaduke Pickthall. *Methuen & Co.*, 6s.

General Literature.

A Short History of Jewish Literature, from the Fall of the Temple to the Era of Emancipation. By Israel Abrahams, M.A. *T. Fisher Unwin*, 2s. 6d. net.

Montaigne: a Study. By R. Warwick Bond. *Henry Frowde*, 4s. net.

A Literary History of Persia. By Edward G. Browne, M.A., M.B. *T. Fisher Unwin*, 12s. 6d. net.

Geography.

The Imperial Wall Map of the British Isles. 72 by 63 inches. *W. & A. K. Johnston*. 21s. (c.r.v.)

A Scientific Geography. Book II., The British Isles. By Ellis W. Heaton, B.Sc. *Ralph, Holland, & Co.*, 1s. 6d. net.

The Ninepenny Atlas, with Index. *W. & A. K. Johnston*.

History.

Britain's Sea Story, B.C. 55-A.D. 1805. Edited by E. E. Speight, B.A., and R. Morton Nance. *Hodder & Stoughton*, 5s.

The Last of the Royal Stuarts—Henry Stuart, Cardinal Duke of York. By Herbert M. Vaughan, B.A. With 20 Illustrations. *Methuen & Co.*, 10s. 6d. net.

The First Half of the Seventeenth Century. By Herbert J. C. Grierson, M.A. *Blackwood & Sons*, 5s. net.

General History for Colleges and High Schools. By Philip Van Ness Myers. Revised Edition. *Ginn & Co.*, 7s. 6d.

A Short History of Wales. By Owen Edwards. *T. Fisher Unwin*, 2s. net.

Mathematics.

Arithmetical Exercises for Junior Forms. By R. B. Morgan, B.Litt. Book I. *Adam & Charles Black*, 1s.

Clive's Mathematical Tables. *W. B. Clive*, 1s. 6d.

The Theory of Sets of Points. By Dr. W. H. Young and Dr. Grace Chisholm Young. *Cambridge Press*, 12s. net.

A Second Geometry Book. By J. G. Hamilton, B.A., and F. Kettle, B.A. *Edward Arnold*, 3s. 6d.

First Steps to the Calculus. By A. F. Van der Heyden, M.A. *Edward Arnold*, 3s.

A Practical Arithmetic. By Geo. E. Clark. *Civil Service Book Depot*, 4s. 6d. net.

Arithmetic for the Preliminary Certificate Examination. Adapted from "The Tutorial Arithmetic." By R. H. Chope, B.A. *W. B. Clive*, 2s. 6d.

Elementary Algebra. By G. A. Wentworth. *Ginn & Co.*, 5s.

Elementary Algebra. By P. Ross, M.A., B.Sc. Part I. *Longmans, Green, & Co.*, 3s. (without Answers, 2s. 6d.).

Elementary Arithmetical Graphs. By W. Mudie, F.E.I.S. *T. C. & E. C. Jack*, 6d.

Miscellaneous.

Modern Music and Musicians. By R. A. Streetfield. With 24 Illustrations. *Methuen & Co.*, 7s. 6d. net.

Vocations for our Sons: A Short and Popular Guide to Employments. By J. W. Hicks, F.R.A.S. *T. Fisher Unwin*, 2s. 6d. net.

Indexing and Précis Writing. By R. V. Nind. Hopkins, B.A. *Horace Marshall & Son*, 2s.

Uppingham School Roll, 1824-1905. Third Issue. *Edward Stanford*, 8s. 6d. net.

Nausicaa: an Idyll of the Odyssey. Adapted and Arranged as a Play for the use of Schools, with Explanatory Introduction by Mary R. Hoste. *David Nutt*, 1s. 6d. net.

A Selection from the Third Fifty Volumes of "Everyman's Library." Each 1s. in cloth, 2s. in leather. Scott's The Black Dwarf and A Legend of Montrose; Borrow's Lavengro; Adelaide A. Proctor's Legends and Lyrics; Irving's Sketch Book; Darwin's Naturalist's Voyage in the "Beagle"; Reynolds's Discourses; Hugh Miller's The Old Red Sandstone; Pitt's Orations on the War with France; Sir George Young's Sophocles (specially revised

for this issue); Kingsley's Heroes; Richard Ford's Gatherings from Spain; John Halifax, Gentleman. *J. M. Dent & Co.*

[The above selection gives some notion of the "Library's" scope and range. Readers should apply for an order form with full list. "For five pounds (which will procure him a hundred volumes) a man may be intellectually rich for life" is not a publisher's puff.]

Modern Languages.

A Synoptical French Grammar. By Leander M. Fyfe. *The Grant Educational Co.* 1s.

German and English Commercial Correspondence. By B. Weber and C. Kaiser. Part I.—English. *David Nutt*, 2s.

Voculaires et Descriptions. By F. P. De Champassin. *Cassell & Co.*, 1s.

Premières Notions de Vocabulaire et de Lecture. Par J. E. Pichon. Edition Illustrée. *Oxford Press*, 1s. 6d.

Lettres Persanes, par Montesquieu. Adapted and Edited by Eugène Pellissier. *Macmillan & Co.*, 2s. 6d.

Second French Book. According to the "Direct" Method of Teaching Modern Languages. By D. Mackay, M.A., and F. J. Curtis, Ph.D., B.A. Enlarged by D. Mackay, M.A. With 37 Illustrations. *Whittaker & Co.*, 1s. 6d.

The Foreign Traders' Dictionary of Terms and Phrases in English, German, French, and Spanish. By James Graham and George A. S. Oliver. *Macmillan & Co.*, 3s. 6d.

Les Pèlerins de la Tamise: The Wanderings of Pierre and Maurice in England. With Notes and Exercises. By Christine Boyd. *J. M. Dent & Co.*, 1s. 6d. net.

Dent's First Spanish Book. By Frank R. Robert. 2s. net.

German Commercial Practice connected with the Export and Import Trade. By James Graham and George A. S. Oliver. Part II. *Macmillan & Co.*, 4s. 6d.

Natural History.

A Text-Book of General Zoology. By H. R. Linville, Ph.D., and H. A. Kelly, Ph.D. With 233 Illustrations. *Ginn & Co.*, 7s. 6d.

The Romance of Plant Life. By G. F. Scott Elliot, M.A. With 34 Illustrations. *Seeley & Co.*, 5s.

The Romance of Animal Arts and Crafts. By H. Coupin, D.Sc., and John Lea, B.A. With 27 Illustrations. *Seeley & Co.*, 5s.

Plant Life: Studies in Garden and School. By Horace F. Jones, F.C.S. With 320 Illustrations. *Methuen & Co.*, 3s. 6d.

Half-hours with Fishes, Reptiles, and Birds. By C. F. Holder. *American Book Co.*, 60 cents.

Tommy Smith's other Animals. By Edmund Selous. Illustrated. *Methuen & Co.*, 2s. 6d.

Mountain Wild Flowers of America. By Julia W. Henshaw. *Ginn & Co.*, 8s. 6d. net.

Pedagogy.

The Practical Teaching of Geography in Schools and Colleges. By Alex. Morgan, M.A., D.Sc. With 18 Illustrative Diagrams. (Fourth Edition.) *George Philip & Son*, 6d. net.

Notes on Education for Mothers and Teachers. By Caroline Southwood Hill. *Seeley & Co.*, 1s. 6d. net.

Principles and Methods of Teaching. By James Welton, M.A. *W. B. Clive*, 4s. 6d.

Readers.

The Excelsior Readers. Book I., 9d.; Book II., 10d. *Oliver & Boyd.*

Brooks's Readers. By Stratton D. Brooks. First Year, 25 cents; Second Year, 35 cents; Third Year, 40 cents; Fourth and Fifth Years, 50 cents; Sixth, Seventh, and Eighth Years, 60 cents. *American Book Co.*

Stead's Graded Reading Books. Illustrated. Little Snow-White and other Fairy Tales—Animal Stories—Holiday Stories—Æsop's Fables—Favourite Fairy Tales. Each 4d. net. 39 Whitefriars Street.

Science.

Applied Electricity. By J. Paley York. *Edward Arnold*, 7s. 6d.

First Stage Human Physiology. By G. N. Meachen, M.D., B.S. *W. B. Clive*, 2s.

A Text-Book of Light. By Wallace Stewart, D.Sc. Fourth Edition. Revised and Enlarged by John Satterly, B.Sc. *W. B. Clive*, 4s. 6d.

A History of Chemistry. By F. P. Armitage, M.A., F.C.S. *Longmans, Green, & Co.*, 6s.

Elementary Science. By J. H. Nancarrow. New and Enlarged Edition. *Ralph, Holland, & Co.*, 3s. 6d.

Theoretical and Practical Mechanics and Physics. By A. H. Mackenzie, M.A., B.Sc. *Macmillan & Co.*, 1s.

Practical Methods of Inorganic Chemistry. By F. Mollwo Perkin, Ph.D. *Archibald Constable*, 2s. 6d. net.

A First Course in Physics. By Dr. R. A. Millikan and Dr. H. G. Gale. *Ginn & Co.*, 7s. 6d.

First Lessons in Coal Mining. For use in Primary Schools. By William Glover. *Crosby Lockwood & Son*, 1s. net.

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN.

The Michaelmas term will begin Thursday, October 4. Students attend on Wednesday, October 3, at 2 p.m., to meet the Principal and lecturers. Students come into residence October 3. The Training Department for Secondary Teachers reopens Wednesday, October 3, 10 a.m. The Art School reopens Thursday, October 4, 10 a.m.; drawing from the draped model Mondays, Wednesdays, and Fridays; drawing from the figure model Thursdays.

UNIVERSITY COLLEGE, LONDON.

The courses of lectures for the ensuing term include special courses for teachers—"The Hygienic Needs of the Scholar," by Prof. Kenwood; "The Sixteenth and Seventeenth Centuries," by Prof. Pollard; "Recent Developments in Teaching of Arithmetic and Elementary Mathematics," by Mr. F. L. Grant; "Greek Literature," by Mr. Solomon; "Melody of French Verse," by Prof. Brandin. Full particulars as to time, &c., may be obtained from the Secretary. There is, besides, a course on "Phonetic Theory, with special reference to English Sounds," by Dr. R. A. Williams, beginning October 8.

OXFORD.

Last spring a small society was formed in Oxford with the object of providing Divinity lectures on Church of England lines, and of otherwise helping those who have to give religious teaching. It was felt that many of the teachers who were required to do this work had had no opportunities of special study, and also that of late years the difficulties of religious teaching had greatly increased. A fortnight's course of lectures was arranged to take place in September at Lady Margaret Hall, and, though the notices this year were only sent out after many people had made their plans for the summer, twenty students attended the course. The majority were teachers in secondary schools or engaged in private teaching, and some were doing social work. Of these, eight had formerly been students at Oxford or Cambridge. The course was divided into two parts for the convenience of those who could come for only part of the time. In the first week lectures were given by the Rev. Prof. Sanday on "The Inspiration and Symbolism of the Old Testament," by Miss Wordsworth on "The Characteristics of St. Luke's Gospel," and by the Rev. C. F. Rogers on "The Teaching of the Old Testament," followed by discussions. In the second week the Bishop of Salisbury lectured on "The Baptismal Office," the Rev. M. De la Hay on "The Epistle to the Colossians," and Miss Pearson on "The Epistle of St. James." Miss Powell and Miss Latham each gave an address on "Religious Teaching." All the lectures were of great interest, some dealing with general principles and others giving practical help. As difficulties of teaching were chiefly felt with regard to the Old Testament, the lectures on that subject were given a prominent place. Besides being a stimulus to further study, the course has been of great value, both from the opportunity it has given of informal discussion and also as affording a quiet time for reading and thought.

MANCHESTER.

The newly appointed Dean of Manchester (Bishop Welldon) has been elected a member of the governing body of the Manchester High School for Girls. The installation of the electric light in the school buildings is now complete. To the list of open scholarships recorded last month should be added two scholarships offered by the Corporation of Manchester on the results of the Matriculation Examination of the Northern Universities. Twelve girls from the school passed this examination in July. The post of second mistress is held this year by Miss Dora Limebeer, M.A., who is head of the classical side, and who has also for some years held the post of Hon. Secretary of the Manchester Branch of the Classical Association. The annual meetings of the parent association are to be held in Manchester this month, when the presidential address is announced to be delivered by Lord Curzon.

At the Pendleton High School for Girls the numbers have reached 162, and in consequence of the increase Miss Pears, M.A., has been appointed to a post on the staff. Both the Preparatory Department and the school are now full, and the kindergarten training provided at the school is proving successful. Four girls have passed the Matriculation Examination, and one has taken Honours in the Cambridge Higher Local.

At the Whalley Range High School for Girls Miss R. F. Palmer, B.A., and Miss C. Wharton have joined the staff. Much regret is felt at the loss of Miss Riddett and Miss Cox, both of whom have gone abroad. A leaving exhibition has been founded in the name of Miss Greener, B.A., who was Head Mistress of the school for twelve years from its foundation.

At the Manchester Municipal Technical School Miss Spears, M.A. St. Andrews, Miss Williams, B.A. Victoria, Mr. P. W. Shelford, B.A. Lond., and Mr. H. C. Welsh, B.A. Dublin, have joined the staff. Recent successes include a Matriculation Scholarship tenable at Manchester University, and two £50 scholarships tenable for three years at the School of Technology. Four girls obtained a First Class in the recent Matriculation Examination.

At the Salford Municipal Secondary School Mr. T. I. Cowlshaw, M.A., has been appointed first master; Mr. J. P. Hindley, M.Sc., has been transferred to the Mathematical Department on the Technical side. The number of boys has reached 270. Pupil-teachers' training now forms a definite part of the school work. The calendar of the Manchester Municipal School of Technology for the session 1906-7 has been issued, and contains a full syllabus of the courses in the various branches of technology, "directed more especially to the requirements of the industries of South East Lancashire, of which Manchester is the commercial centre." It is pointed out that not only may students now qualify for the degrees of B.Sc. Tech. and M.Sc. Tech., but that Masters of Technical Science are qualified to become candidates for the degree of Doctor of Science under the regulations of the Faculty of Science at the University of Manchester. In the Department for Women special courses are arranged for ladies desirous of becoming teachers of millinery, &c., and of domestic economy. All day students of the School of Technology become members of the Athletic Union, which comprises six athletic clubs.

With regard to the proposed reduction of the numbers of the Manchester Education Committee, Canon Nunn points out in a letter that, whereas formerly members outside the Council were nominated by special bodies, the new scheme only provides that twelve members with special experience in education should be appointed by the Council. The building of three new schools is contemplated by the Committee. Owing to the large number of successful students in the evening commercial schools, two evenings were occupied at the Town Hall in the distribution of prizes. Sir James Hoy presided on one occasion, and Mr. E. S. Broadfield on the other. The returns show that 6,337 were in attendance at the evening commercial schools—an increase of 1,166. The number of individual evening students at all the schools (excluding the School of Technology) was 19,191, and the number of distinctions won in the Advanced Examinations of the Society of Arts was larger than that won by any institution in the country. In the course of his address, Mr. Broadfield (who is now Chairman of the Governors of the Grammar School, and was for many years Vice-Chairman of the School Board) gave an interesting review of his twenty-eight years' experience of educational work in Manchester. After referring to the great strides in University and secondary education, he pointed out that, while in 1878 there were less than 37,000 children in the municipal elementary schools, to-day there were nearly 100,000. There were 90 schools then, against 171 now, and the proportion of average attendance to the population had increased from 10 to 15½ per cent. On the other hand, the number at the detention industrial schools had fallen from 609 to 457. Another gratifying feature was the marked decrease in the number of juvenile offenders.

The medical officer of the Committee reports eighty-five cases of defective eyesight in the schools, and points out that, in spite of the fact that a fund exists for the provision of glasses, parents will not take the trouble to make use of it. In connexion with the new school for blind children recently referred to in this column, it has been decided that the Committee may not only pay tram fares, but also provide guides for children in attendance. A decrease in the average attendance at the elementary schools of 426 has been explained by the prevalence of epidemics.

At the Salford Education Committee some time was given to the discussion of the case of a boy who had won a bursary, but who, through an accident, had had to have one leg amputated. The minutes of the Higher Education Committee recorded a resolution declining to award the bursary. An amendment led to a tie in the voting, and the chairman declared the amendment lost. The Board of Education had stated that, while they would place no obstacle in the way of the boy's training as a pupil-teacher, that did not prejudice the question of his fitness when he came to be examined under the Superannuation Act.

The Bishop of Manchester was present at the first of a course of lectures which are being delivered by Mr. H. T. Mark, M.A., B.Sc., at the University, for the benefit of Sunday-school teachers. The course has been arranged by the University Extension Committee, who have also arranged for similar courses at Bolton and at Rochdale.

Recent appointments at the University include the following:—
The University. A vacancy on the classical staff has been created by the appointment of Mr. W. B. Anderson, M.A., to the Professorship of Classics at Kingston University, Canada; Mr. John McInnes, M.A. Oxon., has therefore been appointed

Assistant Lecturer in Classics. Mr. W. S. Sedgfield, M.A. Camb., Litt.D. Melbourne, becomes Assistant Lecturer in English Language; Mr. H. B. Wallis, B.A. Oxon., Assistant Lecturer in Philosophy.

It is hoped that the new building for the Hall of Residence, known as Holland Hall, will be ready for occupation next Easter.

In the syllabus of courses in Education for the coming session, Prof. Sadler is announced to lecture on "Some Problems in the Organization of Education in England: an Inquiry to be conducted on the lines of the Reports drafted by Prof. Sadler since 1903 for certain Education Authorities." The other two courses under the heading "Advanced Study" are one by Prof. Findlay on "Investigations into Problems of Class Teaching and in the Study of Children," and one by Mr. H. T. Mark on "Philosophic Principles affecting Courses of Study and Teaching Methods in Schools." The courses will open with an introductory lecture on "The Study of Education" by Prof. Findlay. The museum lectures open with a lecture by Prof. Flinders Petrie on October 1 on the subject of "Hyksos and Israelite Cities."

At the Grammar School the entry of new boys has reached about 170, which is perhaps a record. The numbers of the new Preparatory School in North Manchester have reached 85. Among successes of Old Boys may be mentioned an entrance theological scholarship at Durham University, the Harvard Scholarship at Harvard University, and the appointment of Mr. B. Ingram as H.M.I. for Ireland. Mr. Paton, who has spent part of his vacation in visiting German schools, is to give a course of lectures at the University during the session on "The Teaching of Latin and Greek."

Rowing practice has commenced again, and is to continue till fall term. Mr. E. Hickinbotham, B.A., who has been appointed to a mastership at the Liverpool Institute, is succeeded by Mr. J. W. Richards, M.A. Lond.; Mr. S. B. Hartley, B.A. Oxon., who has been for a short time on the staff of the Preparatory School, has been appointed to a Classical Mastership; and M. J. Matruhot, B. ès L. Ph. Dijon, has come as the first of the student-teachers from France, though the school has had several already from Germany.

WALES.

The Welsh Education Authorities have not, so far, fixed upon a definite policy with regard to the situation created by the judgment of the Court of Appeal in the West Riding case. A conference, however, is summoned to meet at Cardiff next month, when an attempt will be made to formulate a plan of campaign to which all the counties will give their adhesion. In all probability the great majority will be disposed to avail themselves of the finding of the Court, and will refuse to pay the proportion of salary due for denominational teaching. Breconshire, in fact, has already come to a definite decision that the salaries of the non-provided teachers will not be paid in full. Derbyshire and Cardiff are more cautious, and, so far, have contented themselves with merely serving a notice on all teachers that the effect of the judgment will be a matter for consideration in the near future.

The Report of the Board of Education on the Welsh Intermediate Schools has been published. It is full of interesting and instructive statistics, derived of course mainly from the documents and returns of the Central Welsh Board. The total number of pupils in the schools is 10,413 (viz., 5,116 boys and 5,297 girls), and the permanent staff is 585 teachers, or a proportion of slightly under 1 to 18 pupils. The average salary of a head master is £327, and of a head mistress £278; the average salary of an assistant master is about £133, and of an assistant mistress £110. It is also worthy of note that only five head masters and one head mistress have salaries over £500, while but one assistant master is paid over £250.

The reports of the examiners and inspectors are again satisfactory, and a continuous improvement is noted in most subjects, though the examiners often found occasion for criticism, which should be helpful to teachers, and especially so under the present system of employing the examiners when possible at the inspections. The subject which is most adversely criticized is geography, and in many schools it apparently receives but scant attention. On the question of staffing the Board is not yet satisfied, as the number of assistant masters is still inadequate, and does not keep pace with the increase in the number of pupils. The qualification of masters, however, is rapidly improving, but there still continue to be too frequent changes, due no doubt to the insufficient salaries which are paid. The number of pupils attending the schools per thousand of population varies greatly throughout the Principality, rising to as much as 10.8 in Merioneth, and falling to 2.9 in Monmouth. The average is 5.1 per 1,000. The report concludes with an expression of its agreement with the Conference held at Shrewsbury on the training of teachers, which declared that any form of half-time system of training renders the work of the schools extremely

difficult, and is not fully effective for either educational or professional training.

The Central Welsh Board, for the first time, has published a full list of the successful Honours candidates at the recent Annual Examination. It is arranged in the order of the marks gained by the pupils in accordance with the maxima fixed in the Board's regulations. As, however, it is impossible to fix the relative value of such subjects as Latin and Physics, &c., the order can only very roughly fix the relative merit of the candidates. The Gold Medal given by the Chief Inspector to the boy who is highest on the list is awarded to Percy W. Dodd, of the Wrexham County School.

The primary teachers of Wales and Monmouthshire met at Shrewsbury on Saturday, September 15, to discuss the formation of a federation of all the N.U.T. Associations in Wales. They have undoubtedly been led to this step through realizing that one powerful organization is more likely to be effective in moulding public opinion than a number of scattered associations. And it is specially important at this juncture in Wales that the teachers should be in a position to give expression to their views through some such body as that which has been just formed. The new Federation declared itself in favour of the principle of a Welsh National Council. Though the speeches betrayed the anxiety which is felt as regards the attitude of the men who are likely to dominate its counsels, they were forcibly described by one speaker as "rampant democrats on the platform, but arrogant autocrats on committees." Further, the Federation, recognizing the futility of demanding the introduction of co-opted members on the Council itself, resolved to fight for co-opted members on the sub-committees, where expert knowledge is essential. So far, however, there are no indications that any professional teacher will be given an opportunity of advising any of these committees. What will become of the Council itself however is not yet certain—some predict that it will be killed in the House of Lords.

Mr. T. H. Jones, M.A., mathematical master at Cardiff Intermediate School, has been appointed Head Master of the Pembroke Dock County School in succession to Mr. T. R. Dawes, M.A.

SCOTLAND.

An article by a Scottish correspondent of the *Times* regarding the reform in the Scottish Universities has given occasion for a considerable amount of letter writing and discussion. The *Times* correspondent rightly contends that what the Universities require most is a considerable measure of freedom to develop, each on its own lines. The last Universities Commission not merely tied them too tightly together, but prescribed by ordinance far too many details which ought to have been left to each University to arrange and modify from time to time. So far practically every one is agreed; but there is great difference of opinion as to the extent of the freedom which the Universities ought to have, and as to the functions to be assigned to the various elements (Court, Senate, Faculties, General Council, &c.) in each University. An Act of Parliament giving freedom would inevitably be a very elaborate measure, and the House of Commons is not the most satisfactory place in which to settle disputes about the internal economy of the Universities. Probably no Government would introduce such an Act without previously getting the report of a Commission, and the prospect of a new Commission is dreaded rather than welcomed. As the chief defects of the present system are connected with the curricula for degrees and the length of the terms in the Faculty of Arts, many people think it better to seek merely for a modification of the main Arts Ordinance. If the Universities can agree as to the changes they desire, the Ordinance can be altered at their instance, with the approval of the Scottish Universities Committee of the Privy Council, without the active intervention of Parliament. As has been shown from time to time in this column, the Universities have been for some years engaged in discussion with a view to the drafting of an amending Ordinance, and the *Times* correspondent has therefore no justification for declaring that the Universities are relapsing into the state of torpor in which he says they were before 1889. Indeed, the Universities have never been more active and progressive than they are to-day. In spite of the defects in the work of the last Commission, it made such large and beneficial changes that the Universities have been enabled to develop more during the last fifteen years than they had done for generations before. This has been pointed out by some of the letter-writers: but it is a pity that the discussion has tended to pass into a wrangle as to whether Court or Senate is the more active body in promoting reform. Hitherto progress has been made mainly by the co-operation of Court and Senate, and nothing but harm can come from antagonism or jealousy between them.

These lines have to be written before the beginning of the Quatercentenary celebrations at Aberdeen, and it is therefore impossible to give any account of the ceremonies. A very full programme has been

(Continued on page 686.)

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prepared for the four days of festivity, and there has been issued a list of over 130 recipients of honorary degrees—nearly all of them men who are already well laden with academic honours. The Franco-Scottish Society is also visiting Aberdeen, and a party of about fifty ladies and gentlemen have come from France to attend the meetings.

ST. ANDREWS.—For the L.L.A. Examination in May, 1906, 989 candidates entered for examination at 73 centres, as compared with 975 candidates in 1905. 321 candidates entered this year for the first time, as compared with 310 in 1905; and, from the commencement of the Scheme in 1877, 6,858 candidates in all have been entered for examination. 89 candidates have this year completed the requisite number of subjects, and will receive the L.L.A. diploma of the University. In regard to the various subjects in which candidates entered, 1,442 papers were written, passes were obtained in 785 instances, and Honours in 179.

IRELAND.

The Royal Commission on Trinity College have had one meeting in London to consider the written statements sent into them before August 1. They will commence their regular sittings for the hearing of evidence in Dublin on October 16. The public correspondence on the various views put forward in the months of July and August has ceased during the past month.

The Intermediate Examinations. The results of the examinations held last June were published early in September. They show that 7,790 boys were examined, of whom 4,892 passed, or 62·8 per cent.; and 3,177 girls, of whom 1,995 passed, or 62·8 per cent. There are many complaints concerning the large numbers who this year have failed to pass the examinations through failing to pass in English literature and composition—no less than 1,862 boys. Last year the failures from this cause were under 695. The general percentage of passes last year was 70·2; this year it is only 62·8. The results in English literature and composition have been unaccountably disastrous since the new method of examining has been introduced. Prof. Magennis is the setter of the papers, and they are corrected by a number of assistant examiners according to strict rules laid down by him. Many of the papers set show an inability to understand the powers of school-children, and the standard adopted appears equally unsuitable.

There is a considerable diminution in the amount given in prizes and exhibitions. As usual the Roman Catholic schools achieve brilliant successes. The first four places among the boys in regard either to the exhibitions won or the total number of distinctions attained are taken by Roman Catholic schools, two leading Protestant schools taking the fifth and sixth places.

Among the girls' schools the first six places are also taken by four Roman Catholic schools and two Protestant.

The Board will proceed this month to draw up their rules and programme for 1908, when the points raised by the members in the House will have to be dealt with. In regard to this matter it may be noted that the Act of 1879 does not give the House of Commons the powers claimed by the Irish members. While the rules should lie on the table of the House for forty days, and are not valid till they are sanctioned by Parliament, yet the latter has no power to draw up rules or introduce changes. Every point must be initiated by the Board to whom the drawing up of the rules and programme is entrusted, and who are responsible for them.

The Board have circularized the heads of schools to know if they would approve a pass in two languages being made necessary for all students. The answer has been almost a unanimous negative, the conditions of passing being considered already too onerous. The Central Association of Irish Schoolmistresses have again memorialized the Board against the group system, and give as an additional reason for their disapproval the tendency it shows to discourage the study of classics and mathematics and increase the concentration upon the modern literature group. They give figures showing that the overwhelming majority take this latter group, and that, while before the introduction of the group system every exhibitor took either classics or mathematics, now many take neither, and roughly only about 50 per cent. take Latin or mathematics. They point out that, when success depends entirely on a special group of subjects, teachers and pupils fear to risk taking the heavier and more difficult groups. It is indeed hard to see what good the group system does, while its evils are manifest.

This year the schools have the rules for 1906, while they are using the programme for 1907, the rules of which were objected to by the Irish members.

The National School Buildings The last report of the Commissioners of National Education gives a shocking account of the state of the primary-school buildings, owing to the failure of the Treasury to supply adequate funds. The schools are dangerously overcrowded in the large towns, with utterly insufficient accommodation of every kind, while in the country they are often miserable hovels deficient in almost everything they should have. The state of the schools, in fact, threatens the health and lives of both pupils

and teachers and is ruinous to the physique of the mass of the people. There appears to be a complete dead-lock between the Treasury and the Board, after a controversy extending over ten years. The equivalent grant of £185,000 a year has been diverted to other purposes in Ireland, while in Great Britain the similar grants are used exclusively for education; nor has the Board the power to raise money through the rates. The treatment of Irish primary schools by the Government has become an intolerable scandal, causing serious practical injury to over three-quarters of a million of children, affected by the present state of things brought about by years of neglect and mismanagement.

SCHOOLS.

BATTERSEA POLYTECHNIC.—The Battersea Polytechnic commenced its work for the present session with the reopening of the Secondary Day Schools and Schools of Domestic Economy on the 11th ult. Additional premises have been acquired since last session in order to meet the increased demand for secondary education for girls in the district, and even with this increased accommodation it has been necessary to refuse many applications for admission. The Day College and courses reopened on Monday, the 17th ult. Instruction extending over two and three years is offered in mechanical, electrical, motor-car, and chemical engineering in preparation for University and professional examinations, secretarial and commercial work, and in art. The growth of the day work has been a remarkable feature in connexion with the work of the Polytechnic, last session over 1,530 students being on the registers of the day schools and classes. Increased accommodation has been provided for the motor engineering students, and a four-cylinder petrol motor and a new type Chelmsford bus chassis has been added to the equipment of the department. Some sixty students who desire to earn their living as chauffeurs, motor car attendants, &c., are trained each term in the principles and construction and management of motor cars, and this branch of the work of the Polytechnic has been of much benefit to many desiring employment in the rapidly increasing motor industry. The evening classes reopened on the 24th ult., and, in addition to the large number of classes offered in previous sessions, new classes are offered in motor-car engineering (honours), architecture, enamelling and art metal working, and industrial law. The Polytechnic offers numerous scholarships to persons desiring to attend the classes but unable to pay the fees, and particulars of such scholarships and prospectus of classes may be obtained gratis on application.

BUCKS, WYCOMBE ABBEY SCHOOL.—The Oxford and Cambridge Joint Board has awarded sixteen whole Higher Certificates on the results of the July examination. Nine Distinctions were gained—five in French, one in English, and three in Drawing; and four did sufficiently well in Trigonometry, Statics, and Dynamics to deserve mention. One girl passed in Latin and Greek, and eight in the French Oral Examination. Twenty-four are exempted from various parts of the Previous Examination at Cambridge, one from Responsions at Oxford, and four qualify for admission to the examinations open to women at Oxford. One girl completed her Cambridge Higher Local Certificate by taking a First Class in Group B (Latin, Greek, and French). This year's University successes have been as follows:—At Cambridge, D. M. Zimmermann, Historical Tripos, Part II., Class II.; J. M. Scrutton, Historical Tripos, Part II., Class III.; M. M. Dunlop, Classical Tripos, Part II., Class II. And at Oxford:—M. A. Pickford and G. Jones, Final Honours School in Modern History, both Class II.; M. M. Anderson (who took Classical Moderations with Honours, Class II., last year), Pass Finals in Classical Books, Ancient History, and German; and R. M. Harrison, Final Honours School in Natural Sciences, Class III. H. M. Oyler's Research Studentship, at Girton College, has been renewed for another year. T. C. Williams has passed the Cambridge Teachers' Examination, and has been appointed an assistant mistress at the Graham Street High School. The girls gave two very successful representations of the "Alcestis" in June. We much regret the loss of two mistresses—Miss Grierson, on her marriage; and Miss Whitelaw, on her appointment as Head Mistress of the Girls' High School, Auckland, New Zealand.

CLAPHAM HIGH SCHOOL.—In the Secondary Training Department the following have gained the Cambridge Teachers' Diploma:—Misses Baker, Dymock, Nicholls, Sprott, Abbott, in Theory and Practice, and Miss Craig, Theory and Distinction in Practice. The following scholarships have been gained:—G. Mowll, Goldsmiths' Scholarship for Science, £50 for three years, Newnham College; G. Inkster, St. Dunstan's Arts Exhibition, £60 for three years; M. Laborde, Domestic Economy Scholarship, Battersea Polytechnic; C. Ward, M. Holloway, and L. Downes, Intermediate L.C.C. Scholarships. Examinations passed: London Intermediate Arts—M. Abbott, G. Nicholls. London Intermediate Science—G. Mowll, B. Smith, M. Chandler. London Matriculation—Div. I., A. Reynolds; Div. II., M. Blower, E. Chaplin, E. Elligott, H. Hicks, M. Holloway, K. Kidler, G. Swift, L. Thomas, C. Ward. Cambridge Higher Local—D. Abbott, Groups A and B, Class III.; M. Kingsford, Group A, Class III., Group B, Class I., distinguished in spoken French, German, and spoken German; H.

(Continued on page 688.)

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GRAHAM STREET HIGH SCHOOL.—At the Higher Certificate Examination of Oxford and Cambridge Joint Board, A. Fraser, C. Lane, F. Rolland, M. Spencer-Smith gained Certificates, and eight others Letters. M. Spencer-Smith gained Distinction in History and Scripture; H. Leach in Literature and Geology; M. Storrs in History; O. Macdonald and L. Troughton in Literature. At the Royal Academy and Royal College of Music Schools Examination six entered for Piano and all passed, S. Marston, with Honours in Senior Division. At the Royal Ablett Drawing Society's Examination 27 gained Honours, 31 passed, 13 failed.

HAILEYRURY COLLEGE.—The leaving exhibitions were awarded last August as follows:—Classical Side: C. H. Gidney, R. L. Yorke, T. H. E. Baillie, W. M. Wace. Modern Side: J. H. Mason. Mr. L. B. T. Chaffey, of the Modern Side staff, has left to undertake work at Eton. His place has been filled by Mr. S. M. Toyne, O.H., of Llandovery College.

PORTSMOUTH HIGH SCHOOL.—Miss Barter White, B.A., has left, and the classical work is now taken by Miss D'Arcy Thompson (First Class Classical Honours, Girton). Miss E. Wright, B.Sc., has also joined the staff, in the place of Miss M. Gough (Girton). In the Oxford and Cambridge Board Higher Certificate Examination full Certificates were gained by M. Brandebourg and M. Nedham; F. Simpson and A. Weeks obtained Letters. In the Oxford and Cambridge Local Examinations three Seniors and eleven Juniors were successful, two Juniors obtaining Third Class Honours. D. Slade obtained the certificate of the Elementary Examination of the National Froebel Union. D. Handley passed the Associated Board Singing Examination.

PURLEY (SURREY), RUSSELL HILL SCHOOLS.—Old Russellians' Day was Saturday, September 1, and proved a great success, Mr. Yates, one of the Board of Governors, being chairman for the day. The swimming prizes won by the girls and boys were distributed from the pavilion by Mrs. Yates, as well as the prizes won in the Old Russellian sports of the afternoon. An open-air concert took place on the terraces in the evening.

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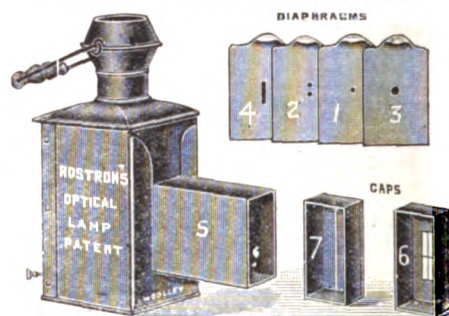
The competition in Art was much stronger than in Literature. No "Incident of School Life" was, in the Editor's opinion, deserving of a prize: most were commonplace; two were truthful records, and, therefore, interesting, but too *intime* for publication. Three "black

(Continued on page 690).

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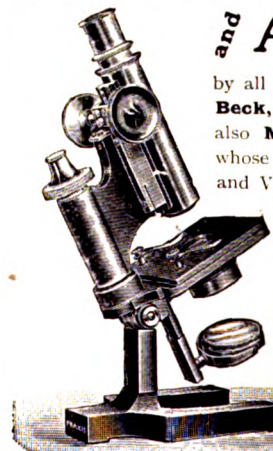
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Lockt uns und flieht;
Was ist das Glück der Welt?
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Dann rasch zerfällt.
Tugend wie ist sie schwach!
Freundschaft zu rar!
Liebe, für Hochmuth, ach!
Giebt Wonne dar.
Wir stehn und sehn sie ziehn,
Und ihre Freude fliehn,
Die unser schien.
So lang' der Himmel lacht,
Die Blume blüht;
Blick, der wird kalt vor Nacht,
Mit Liebe glüht.
Still gehn die Stunden Dein,
Träumend dann schlafe ein,
Wach' auf und wein'.

SHELLEY: "The Flower that smiles to-day."

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An dem kalten, grauen Gestein!
Ach, dass doch die Zunge äussern könnt'
In Worten des Herzens Pein!
Wie selig die Kinder am Strand,
Die sich haschen in jauchzender Flucht!
Wie selig der Schifferknab',
Der im Nachen singt in der Bucht!
Und die stattlichen Fahrzeuge ziehn
Zum Hafen am Bergesrand.
Ach, nur einen Laut der verhallten Stimm',
Einen Druck einer liebenden Hand!

Zerschelle, zerscheit're, zerstieb'
Am Gestade der Klippen, du Meer!
Doch der holde Glanz des erloschenen Tags
Hat für mich keine Widerkehr.

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(Continued on page 692.)

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lesquelles, au lieu d'être des aspects différents de la pensée, ne sont souvent que de vaines images qui nous la cachent !

Les figures, les métaphores sont des pièges du même genre, et dont il n'est guère plus facile de se garder. A qui n'en vient-il pas dans l'esprit par cette porte banale de la mémoire, toujours ouverte à tout ce qui est imitation et mode ? Notre langue ne souffre point ces ombres qui se placent entre notre pensée et nous ; c'est le premier devoir de l'écrivain de s'en défier, ou plutôt de les chasser courageusement, comme Enée dissipait les ombres avec son épée. Ces images sont le plus souvent des effets du sang, des fumées qui montent au cerveau. Les littératures les plus riches en images sont les plus pauvres en idées. Certains écrivains sont pleins d'images ; tout reluit, tout brille, tout étincelle ; mettez tout cela au creuset : pour quelques parcelles d'or, que de cendre ! L'image ne doit être que le dernier degré d'exactitude, ou plutôt elle ne doit être que la pensée elle-même exprimée en perfection ; mais, pour une qui remplit cet office, combien qui ne sont que des apparences de la pensée !

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THE TEACHING OF HISTORY IN SECONDARY SCHOOLS.

By F. J. WEAVER, M.A., F.R.Hist.S.

TEACHERS of history in schools may, perhaps, be permitted to hope that it is no longer necessary to apologize for their existence. That particular type of utilitarianism which regarded the history lesson as an intrusion was never remarkable for the modesty of its representatives; therefore we may conclude that the comparative absence of protests against the growing recognition of history as a school subject is a proof that its claims have at length been acknowledged. But, whatever the truth of this inference, it is at least equally evident that the actual teaching of history is still carried out in a somewhat haphazard manner, and that the teachers themselves are beginning to feel the need for co-operation and for a more general recognition of leading aims and principles.

The expression of this need, it is true, has generally come from those who have taken a special interest in the subject; but the need itself is all the more pressing in the case of the numerous schools where history is taught by each form master and taught frequently upon lines parallel only in the sense that they never meet.

It is interesting to note that our most candid friends are those official censors at whose instance we claim to have sacrificed so many of our pet schemes—namely, the examiners. Those whose painful lot it has ever been to prepare boys for answering "portmanteau" questions, in which the "brief life" and "a few facts about" appear with wearisome iteration, know how fruitful such questions are in providing "howlers" for the delectation of the examiner. As a matter of fact, the howler is frequently the result of haste or carelessness, and even when a ludicrous mistake is made from sheer ignorance the mistake itself is not necessarily any the worse for being ludicrous. But many examiners are now providing us with questions which make it possible to teach history rationally and prepare pupils for an examination at the same time, and we are bound to admit that the examiner has a better opportunity of appraising the general results of the teaching of history than any one teacher can possibly have.

The recent discussion in regard to the proposed abolition of the Teachers' Register has again brought into prominence the fact that secondary teachers as a whole are not enamoured of "training." The same remark would probably apply to teachers in elementary schools also if the special incentives to training in their case did not exist; but this is only by the way, and the suggestion, if erroneous, must be charitably ascribed to the writer's fraternal desire to suggest at least one argument for the abolition of invidious distinctions between A and B. Now secondary teachers must be either exceptionally conceited or exceptionally foolish if they are not willing to allow the possibility of improvements in their methods of teaching and anxious to discover how those improvements may be effected. As a matter of fact, and practical teachers of any standing and repute in their own circles will bear out the statement, the junior members of a staff are usually quite eager enough to benefit by the experience of their senior colleagues, even to a somewhat embarrassing extent. But perhaps it is not to be wondered at that the advice of those whose experience and success as teachers are well known should be sought in preference to the most comprehensive and minute directions of others whose actual work in the class-room is not a prominent factor in their qualifications.

If it is true, as suggested here, that the teaching of history in secondary schools leaves much to be desired, whilst the teachers are anxious to improve their methods in accordance with the experience of others, provided the latter have a knowledge of what is practicable as well as of what is desirable, there ought to be plenty of useful work in store for the new Historical Association. No one who was present at the inaugural meeting of that association could help being struck with the general unanimity of the views expressed as to the needs and possibilities of historical teaching in schools, and the total influence represented might almost encourage a timid hope that there was sufficient of it to make some impression even on a Government Department if necessary. The writer has ever since been haunted by a dream—a most preposterously

impracticable dream perhaps—of an Historical Association scheme for the teaching of history in secondary schools, sufficiently definite to be capable of adoption as a whole by such schools as approved it, and sufficiently flexible to allow for individual peculiarities. It is nothing more than a dream at present, and the suggestions which follow are not at all intended to body it forth—at best they can only provide a speck or two of dust towards its materialization.

It is hardly necessary to point out many advantages that would follow from having such a scheme, if at all widely adopted. We take it for granted that University professors and examiners would have a share in its production, and thus we might hope that there would follow some sort of continuity or connexion between the various examinations which must, almost necessarily, have an effect upon our teaching; and some sort of continuity, also, between the work done at the school and at the University. It would be possible to provide apparatus—books, pamphlets, atlases, maps, illustrations, lantern slides, &c.—more cheaply, in proportion to the wider demand for similar productions, perhaps even at subscription prices. There would be the minimum of loss to pupils passing from one school to another where a similar scheme was at work in both; and, in the same way, teachers might make a change within the bounds of the "federation" with the slightest break in continuity. Not the least advantage would be the existence of an organized affiliated body of teachers of history to urge the claims of such an unmercantile subject in this mercantile age. It is absolutely necessary, however, that such a scheme should give the widest scope to the individual teacher, and that its adoption by any school should be an entirely voluntary act. Any attempt to enforce a uniform system would—at least, in the opinion of the writer—end in the failure it deserved. The life of an historical conscript is hardly an enviable one. On the other hand, there are some of us who would willingly enlist in the ranks of an organized body of teachers, being ready to stand up loyally for the united wisdom of a representative committee even at the expense of some of our own favourite theories. Not the least important characteristic of such united wisdom would be a willingness to consider suggestions from all teachers specially interested in the subject, whose actual experience, though limited, might correct or modify in certain details the general conclusions of those of far greater qualifications and reputation; but any teachers who feel that they have practical suggestions to offer will be obliged to overcome their consciousness of personal insignificance, since that very insignificance makes it tolerably certain that they will never be heard if they wait to catch the Speaker's eye.

For the purpose of history teaching we may roughly divide a school into three parts—junior, middle, senior. The particular age at which the line of division between middle and senior should be drawn would of course depend mainly upon the leaving age of the senior pupils, since it would obviously be unwise to shorten the senior teaching out of reasonable proportion. For instance, even if it could be proved that constitutional history is unsuitable for the study of pupils under fifteen years of age, it would hardly be advisable to cut it out entirely from schools in which the scholars leave at the age of fifteen or sixteen, especially as it is in these very schools that the teaching of history is only in the most exceptional cases likely to be supplemented at a University. The junior division should perhaps consist of those forms in which the average age is under ten.

With regard to the teaching of junior boys there can hardly be any doubt about the advisability of using the history "Reader" as a basis. But the great difficulty is to get sufficient Readers of a suitable kind. Any who have had much experience of little children know that their vocabulary is much more limited than is at first apparent, since they will read quite readily, and even reproduce from memory in proper connexion, words and phrases that they do not in the least understand. The existence of one or two junior history Readers which are really capable of being understood without continuous translation into simpler language proves that it is not absolutely impossible to write such books, but an overwhelming majority of so-called history primers, first history Readers, and histories for junior forms display an almost grotesque ignorance of the capacities of the pupils for whose instruction they are ostensibly written. The selection and arrangement of facts and stories in

some of these books make them a useful guide to the teacher himself, and one or two are almost good enough to merit an attempt at word for word translation. No doubt it would require considerable courage to suggest the latter proceeding to either of the authors concerned, since the delicate compliment might be misunderstood; but in their present form it is worse than useless to put these books into the hands of the children, as an attempt actually to use them in class is likely to give the impression that history is an altogether unintelligible and uninteresting subject.

Very young children will always show a taste for the fairy-tale form of history; but the teacher may give his imagination too loose a rein, with the result that inessential or apocryphal details usurp the place in the memory which might have been occupied with more serviceable impressions. It is quite possible to give children of eight or nine years of age a very fair idea of the main facts in the history of their own country if care is taken to keep always before them a "time chart" on which the story they are reading or listening to at the time can be clearly marked. The writer is heretical enough to believe that a knowledge of the conventional "Dates of the Kings" is very valuable as a scaffolding from which to build up an understanding of the sequence of events in the several reigns, and that the ability merely to name two or three of the main facts in each reign is well worth the time taken up by junior pupils in acquiring it. As a matter of fact, young children delight in assisting the teacher to construct tables of dynasties—under another name—with the dates attached in the most correct manner, and, even if short lists of dates are set to be learnt, the definiteness of the task far more than compensates for the apparent want of interest, while the satisfaction of producing something quite correctly is sufficiently keen to allure the young scholar unaccustomed to such a luxury. But there is no need to set a task; if the first few minutes of each history lesson are spent in drawing up on the blackboard a list of sovereigns—say, from William the Conqueror—alternately with a genealogical table connecting the Conqueror with our own Prince Edward of Wales, the smartest will soon get to know the names and connexions without effort, and the dullest can hardly fail to gain in time some idea of the sequence of events. Spaces should be left between the names of the sovereigns roughly corresponding with the length of each reign, and the position on the chart of each story read or told should be indicated before the story is begun. The question of the succession to the throne plays such a prominent part in our history that the date of the accession of a new sovereign has frequently marked a vital change in its development, and the ability to construct a genealogical table connecting the sovereigns as simply as possible, with the less important names freely superseded by crosses, would provide plenty of material for interesting study later on.

Greater difficulties arise in arranging a scheme for the middle division. Obviously, it is in this division that the principal part of the grounding work must be done, and the arrangements need to be sufficiently systematic to avoid want of reasonable continuity. There are many arguments for "concentric" teaching—a rapid survey of the whole story, becoming more detailed in each higher form; but practical convenience has generally prevailed in favour of an arrangement by period, since it is impossible to cover the whole ground in every form within the short time a pupil remains in that form, especially in the larger schools, where there are many forms and removes are frequent.

The great objection to an arrangement by period is the possibility of certain periods being gone over several times, while others are only partly studied, or even missed altogether, by pupils who enter the school late or leave it early or who get a double remove, thus missing altogether the work of one particular form. A common complaint from those who have some special reason to wish they knew more about the history of their own country—unfortunately, the majority seem quite content to know little or nothing—is that they were always "doing" the same period or that they know nothing about the nineteenth century because they "dropped" history before they got to the form to which the study of it was allotted. Perhaps the somewhat morbid eagerness for the latest news, which urges some men to buy three or four editions of the same evening paper and makes yesterday's journal appear to be a thing of the remote past, may be looked upon as a violent reaction from

a study of history in which the Battle of Hastings played too prominent a part. There is, unfortunately, no doubt that the more modern periods are frequently neglected; and yet we most of us agree that it is just these periods which should receive special attention if any periods should.

The solution of the difficulty appears to lie in the adoption of a system which combines both "concentric" and "period" arrangements. If all the forms in that part of the school which we have labelled "middle division" were taking the same period in the same term, the pupils removing from one form to another would continue their work in chronological order, and those remaining in a form would do similarly. The length of time taken to complete the cycle might be fixed at three, or four, or five, or six terms; but, as the whole division would be following the same course, the only difference being that in the higher forms of the division the work done would be more advanced, each pupil would continue his work in regular order in whatever form he might happen to be. There seems to be no reason whatever for limiting each form to one particular period, unless it be to give the teacher an opportunity of specializing somewhat in that period where the whole teaching of history is not taken by a specialist; but the same advantage might be obtained by arranging for the history teaching throughout the middle division to be taken by different teachers in different terms, according to the period best known to each.

If this suggestion were adopted, it would not only be impossible for a pupil to miss a period entirely if he stayed a reasonable time in the school, or to be spending the whole of his time on one particular period, but the teacher would know what to expect from the pupils, with the exception of those quite new to the school. From the specialist teacher's point of view it would be a very great advantage to be able to concentrate attention upon one period at a time, as far as the majority of the forms were concerned, instead of having to prepare entirely different lessons for the various forms. The average teacher of history needs to refresh his memory from the old fountains of knowledge, and is at the same time anxious to be up-to-date with new discoveries and opinions. He finds he can hardly give too much thought and preparation to a lesson if the most is to be made of it, and many special arrangements for illustrating the subject in hand are made impossible in practice because they take up too large a proportion of the time possible for preparation when several periods are being taken concurrently.

The latter objection would apply especially to lectures illustrated by lantern slides, which might be much more frequent and regular if the same set of slides and the same special preparations involved could be used for several sets either in succession or in combination, without turning the lesson into a kind of entertainment, which it must inevitably be in the case of those pupils not taking the period illustrated. Many teachers, at present somewhat harassed with futile attempts to get together and to employ various sets of illustrative material, each of which would, in all probability, be used once only, would welcome a scheme which simplified their task and at the same time made the field of its application much wider. Finally, he is either a very inexperienced or a very unobservant teacher who does not during the course of a lesson, by the questions and answers of the pupils, gain some information which will help him to present the same facts more effectively another time, and the value of this experience is immensely increased if it can be utilized almost immediately. It is not necessarily laziness which induces a parson to preach the same sermon over and over again: though he, unfortunately, cannot test its effectiveness by catechizing his congregation.

In the senior division, where the time devoted to history is likely to be very limited, it is, perhaps, best to confine one's attention to the most modern periods, with references to the earlier history for illustrations and origins. It is usually impracticable to attempt the study of European history, as such, unless at least two hours a week is allotted to the whole subject; for much generally remains to be done in training the pupils to express themselves with reasonable clearness and accuracy. Something of the kind may have been attempted earlier by requiring written answers to periodical questions; but the average pupil finds considerable difficulty in taking notes of a lesson or lecture and reproducing them in the form of a continuous essay. Generally speaking, the first aim of the history teacher must be to make the most of his time—a

poor halfpennyworth of bread to an intolerable deal of scientific and mathematical sack; and for this purpose it will be well to prepare a syllabus of each lecture, arranged to correspond with a definite portion of the text-book in use, so that plain facts may be easily accessible, and the lecture itself be taken up with supplementing and illustrating the facts and making deductions from them. Occasionally the pupils should be required to make their own notes entirely, and even when a syllabus is provided for them it should be supplemented by notes taken during the actual lesson. But the imperative necessity of saving time makes a syllabus doubly advisable, since it dispenses with the ten minutes wasted in dictation and forms a ready-made outline for an essay; while its use in the lesson itself helps to indicate the main landmarks and to prevent the pupils (and the teacher) from losing their way in an undergrowth of detail.

Pupils who take a special interest in history will be encouraged to think and read on their own account if an alternative subject for the essay is announced, especially when the preparation of it involves the study of a book—which should be indicated—somewhat off the beaten track. This arrangement, with an occasional half-hour devoted to a class debate on some question of current interest suggested by the lesson, would at least have a refreshing effect upon the teacher himself, revealing a surprising amount of original thought in quarters where nothing better than dull acquiescence had been looked for. The latter recipe should, however, be avoided by teachers who are not prepared to hear their pet theories somewhat contemptuously scouted; for the youthful essayist and debater is delightfully absolute. Constitutional history ought to have a fair share of attention at this stage, though there is really no reason why quite young pupils should not find the study of it sufficiently interesting. If the teacher himself has a real interest in the subject and can capture enough of the spirit of Burke to make the dry bones live, he will have no more difficulty in carrying his audience with him in a study of the growth of the Constitution than in describing a battle to which neither he nor any of them ever saw, or are ever likely to see, anything similar.

The very soberest estimate of what is necessary to be done to place the teaching of history in schools on a sound working basis appears to demand so much from the teacher himself that he can hardly be expected to keep pace with it unless he is free to devote the whole of his attention to the subject. In many cases, no doubt, where history forms one of several subjects taken by the form master it is the only one which needs special preparation so far as actual study is concerned. But only one teacher here and there is willing to give such a disproportionate share of his time to this part of his work, and there is a natural temptation to regard the history lesson as a convenient break between such strenuous subjects as Latin and mathematics, to be spent in reading the history book as peacefully as the inquisitive boy will permit.

When teachers of history have set their own house in order they will be in a position to criticize those of others. They will remind the examiner of his responsibility in setting questions which have caused such a plague of synoptical cram-books and summaries, hardly justified by the ease and rapidity with which tabulated answers can be marked. They will claim a more adequate share of the grants for equipment, especially in those cases, happily growing fewer, where the antiquated idea still lingers that one book per pupil is "apparatus" enough. They will even dare to suggest to Whitehall itself that history is not necessarily a part of the subject of English because it happens to be written in that language.

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AMONG the public events of the year 1904 one deserving the notice of all who are interested in scholastic questions is the decision taken by the French Government to suppress all religious communities connected with the secondary education of women (*enseignement primaire supérieur*). With the ethical aspect of that education as given by the condemned communities we are not here concerned, and shall confine our remarks to the strictly scholastic side of the training given. Nor do we

intend to examine how that work has been carried on through previous generations—our aim is only to relate things as seen within the year, when a visit to Paris afforded us opportunities of personally examining several of the more important convents.

General Features.

Almost all religious schools carry out a double work. Side by side with, but entirely separated from, the boarding or day schools attended by girls of the upper classes, they have elementary day schools in which are taught children belonging either to artisan or to very poor families. It is only with the former that we are concerned in the present inquiry, as the free schools belong to the province of so-called primary education.

Formerly the decision as to the competence of teachers for their duties was left to the judgment and discretion of the superiors of the different communities, who chose among their members those who seemed best fitted for the task without being restricted by the necessity of public diplomas. Since 1879, however, the proportion of certificated teachers in the different schools is fixed by law, and ever since the convent teachers have qualified themselves for the teaching profession by going through the usual public examinations; and, like all other schools, whether public or private, convent schools have been periodically inspected by State officials.

The training in pedagogy and in the practice of teaching is usually provided by the communities themselves, whose new members have to serve an apprenticeship to their scholastic, no less than to their religious, life. This period of training, including, as it does, both theory and practice, varies in the different orders as to duration and methods. In one it extends over two years, during which the novices, alternately assuming the characters of teachers and pupils, are thoroughly drilled and criticized by experienced teachers; in others the young teachers begin by acting, so to speak, as occasional substitutes for the elder sisters. Nowhere do they plunge unaided into their new duties. The change is gradual, and, whatever may be in the different communities the customary appellation of the head of the scholastic department, her kindly guidance of the new teachers is as unwearying as her friendly supervision of the staff as a whole.

As age impairs the activity of a teacher her work is modified, being sometimes limited to her favourite subjects or to small classes until such time as her failing health will allow her to do service only in some less exacting occupation. The pupils are generally admitted from the age of five or six, rarely younger, and the leaving age is about seventeen or eighteen. The greater number, however, range between ten and fifteen.

The approximate number of girls educated in the eight convents under notice varies between sixty and two hundred per school, always divided into a large number of classes (in several instances nine, exclusive of divisions) so as to reduce the number of pupils in each to ten or twelve, twenty being almost the extreme limit, and in some cases there were only six girls working together. This condition, so advantageous to individual progress, is due to the large supply of teachers furnished by the communities without any addition to the school expenses. For this must not be forgotten—religious teachers are not salaried, and expect nothing more for their trouble than board, lodging, and the liberty of devoting themselves to the care of children and to the life of study they have chosen. Hence the large proportion of teachers as compared with the number of pupils; hence also the comparatively low scale of fees in even the best convent schools.

Whatever may be the number of classes into which the whole school is divided, the promotion of girls from one to another is decided according to the average of their work during the year: examination results are taken into consideration, but not solely. The individual opinion of each teacher who has had to do with the pupil, and also considerations of character, age, and health, are given their due weight. But the passing *en bloc* of one class into the next is never the rule.

A feature noticeable in all these schools is the careful co-ordination of the subjects forming the curriculum, the studies in one division being always carefully arranged so as to lead up to those in the next. In the junior classes it has even been found in several instances that they were so organized as to go over the same ground twice in distinct and yet parallel divisions, the second course being distinguished from the first by greater fullness of detail on the part of the teacher, whilst

greater fluency and thoroughness were exacted on the part of the pupil. In all schools an elaborate system of weekly and monthly examinations in different subjects keeps the pupil's mind on the alert. "Revision" in some form or other is indeed the constant practice everywhere.

Curriculum and Time-table.

The increasing custom for girls to pass public examinations has unified, to a great extent, the schemes of the different convent schools, which, at the request of the parents, readily send up for examinations any of their pupils. Those examinations (*Brevet élémentaire* and *Brevet supérieur*) being intended for girls of over sixteen and eighteen respectively, the result is that in the different convents there can be but little difference in the studies pursued by girls over fifteen if they work with a view of obtaining the *brevets*.

The characteristic feature of each scholastic community lies, therefore, in the middle school. In some schools most importance is given to history; in others to literature; while in one a third of the whole time is devoted to science. Thus a certain individuality is still preserved by the schools, entailing differences in the allotment of time, and showing itself throughout in the general tendency of the work. To follow these different peculiarities in all the intricacies of time-tables would be tedious, but some permanent features may be briefly recorded.

The Froebelian system, though known and studied by all interested in pedagogy, does not obtain in France to the extent that it does in England, and there was no trace of it in any of the schools visited. Reading, writing, counting, with interludes of singing, games, and hand-work, were, according to time-honoured custom, taught to the youngest children; and, whether owing to the small number of pupils entrusted to each teacher or to the system of renewing short lessons on the same subject every day, and even several times a day, progress seemed very rapid at that early stage. Children of seven and eight were found already able to carry on a whole range of studies, including grammar, geography, and arithmetic. The teaching was mainly oral, with a small amount of learning by heart, so as to train both memory and speech, which were further exercised by the reproduction of narratives taken from Scripture and from French history. Those young pupils had books well, and often profusely, illustrated; they even had each an atlas.

According to notes taken at one of the schools, children of nine and ten had a scheme of work including, in arithmetic, the four simple rules, the metric system with problems, and principles of fractions; in grammar, verbs and elementary rules with daily dictations and exercises in parsing, style, and elocution; in French history, a general survey from the origins to the Revolution, with a few leading dates; in geography, general knowledge of the globe and detailed study of France, physical and political; and, side by side with all this, religious knowledge, drill, drawing once a week, reading and writing, sewing and object lessons. Truly a list long enough for juvenile ambition! Yet some in addition must practise some musical instrument; if so, they generally curtail the time given to writing or sewing.

Before leaving the junior classes some points may be insisted upon—the daily, or almost daily, lessons in reading and writing; the importance attached to the study of the mother tongue, which, as well as arithmetic, appears every day in some form or other on the time-table; the care taken that from the beginning history should be considered as a whole, a general knowledge of its development being aimed at from the first.

When we examine into the work of the middle school divisions, or *cours moyen*, comprising pupils whose ages range from twelve to fifteen, we find that no one of the subjects previously studied is abandoned or even allowed to become momentarily forgotten; but it is treated in a fuller and more liberal manner. The study of the French language blends itself here with the study of French literature; the history of France leads to general history, ancient and modern; geometry and even algebra supplement arithmetic, carried on now to a more advanced stage (interest, discount, stocks, proportional parts and partnership, square root, areas of plane figures, &c.). Geography deals successively with the different parts of the World considered under the many aspects of their physical and political conditions. Chemistry and physical and natural sciences are also added to the list of subjects. It is at this period of school life that, as has been hinted already, the particular bent

of a school may show itself by the greater proportion of time allotted to one or other branch of knowledge. At no time does the time-table show greater variety, providing, as it does now in some cases, for modern languages and the outline of foreign literatures with a study of their most important works, possibly also Latin, which in one school appeared in the curriculum of four successive divisions.

When girls have reached the age of fifteen or sixteen they pass into the upper school; it is now time for them to think of public examinations. The first of these, or *Brevet élémentaire*, includes the French language, arithmetic, the history and geography of France, a few notions of natural and physical sciences, drawing, sewing, and principles of vocal music. Some, though by no means all, pupils, submit to this test, and the need to provide for both classes of pupils gives rise to different systems.

In some schools the candidates and non-candidates work separately, the former devoting themselves almost entirely to the official programme, whilst the other girls work according to a curriculum framed very much like that already mentioned in connexion with the middle school, but dealing with more advanced subjects, and comprising even in some schools the history of architecture, psychology, principles of jurisprudence, domestic economy, and ambulance courses. In other convents, where numbers are not so large, the girls continue to work together with a curriculum wider than that of the official programme, the matter of which occupies an amount of time varying in different schools.

Whatever the system adopted, the results, as tested by the *Brevet élémentaire*, are, as a rule, excellent. One school had no failure to report; another, out of 23 candidates, passed 21, and again 20 out of 22. For this first examination the special preparation, if any, occupied generally one scholastic year. To prepare for the next examination two years were not infrequently allowed, though in several cases this period was found to be very much reduced.

The second and final examination which girls may pass from the age of eighteen—the so-called *Brevet supérieur*—includes advanced arithmetic and bookkeeping, French language and literature (outline and set books), French and general history, French and general geography, chemistry, physical and natural sciences, principles of pedagogy and ethics, drawing, and one modern language (with set books). That here, again, pupils of convent schools could hold their own is proved by the following figures:—4 candidates passed out of 4, 9 out of 10, and 4 out of 5.

It will have been noticed that one foreign language figures on the programme of the *Brevet supérieur*; yet no mention was made of that subject in the regular school curriculum. It seems to have been treated as an additional subject, having allotted to it only what time could be spared from art and needlework until the special preparation for the *Brevet supérieur* was begun.

As a conclusion to these remarks on curricula may be added the following extracts from time-tables, showing the weekly amounts allotted to the different subjects:—

WEEKLY TIME-TABLE FOR PUPILS OF 8 TO 10.

French Language: dictation prepared and used as basis for grammar lessons: parsing, oral and written composition; elocution. 11 hours.

History of France: narratives and summaries from the origins to the fifteenth century. 3 hours.

Geography: revision of Europe; simple notions concerning other parts; division of France in departments with chief towns. 3 hours.

Arithmetic: the four simple rules with easy problems and mental calculation. 3 hours.

Object Lessons: food, clothing, dwellings. 1 hour.

Reading with explanations and used as subject matter for object lessons. 3 hours.

Writing: medium, with capitals. 2 hours.

Religious Knowledge, Catechism, Old and New Testament (parts of). 5 hours.

WEEKLY TIME-TABLE FOR PUPILS OF 15 TO 16.

French Language: special study of syntax and spelling peculiarities; historical grammar; historical, literary, and other compositions; literary analysis. 6 hours.

Outline of French Literature up to 1660; study of works of that period; special study of Corneille and La Fontaine (Fables). 3½ hours.

History: revision of Roman history (1 hour weekly); history of

France from Henry IV. to 1870, and simultaneously European history. modern and contemporary. 8 hours.

Geography: Europe thoroughly; physical France, orography, hydrography, revision of political France. 2½ hours.

Arithmetic: properties of numbers, divisibility, prime numbers, theory of fractions, square root, geometry (solids). 4 hours.

Science: mineral and organic chemistry, geology, botany, revision of animal physiology. 3 hours.

Reading: Mediæval and Renaissance authors explained.

Writing: running hand in all sizes, round and sloping hand. 1½ hours.

Religious knowledge: dogma, liturgy, revision of ancient text and Gospels, modern ecclesiastical history. 6 hours.

An obvious remark called forth by even a cursory examination of these time-tables is that no mention is made of optional or extra subjects. Yet a not inconsiderable amount of time is in every school set apart (in the afternoon, generally) for music, drawing, needlework, and kindred pursuits, the time-tables becoming then individual to provide for each girl's scheme of optional subjects. This, however, does not largely apply to the younger children, who do not yet attend the studio, and whose musical efforts may be still limited to singing in their classrooms with one of their mistresses, either as a recreation or as preparation to join in the singing which accompanies religious ceremonies at church or chapel.

In several schools musical instruction in theory and singing is given throughout the middle and upper divisions once or twice a week, the best voices being picked out, and, to a certain extent, trained for the benefit of the choir. Tuition in solo singing and instrumental music of all kinds is given at the wish of the parents, either by the regular staff or by visiting teachers at special fees and under supervision.

How every subject can be provided for seems at first difficult to understand, but we must bear in mind that the pupils either are boarders or spend nearly the whole day at school—from 8.30 a.m. till 6 or 6.30 p.m. in most instances. Classes alternating with individual work (English, preparation; French, *étude*) occupy the whole morning in the middle and upper school, and again the latter part of the afternoon, from 3.30 to 6 or 6.30. There is no free day in the week. Even Sunday comes in for its share of study, mainly in religious subjects.

The proportion of class work to *étude* is not quite easy to state: it varies with age and also from school to school. Thus in one we found that in the lower divisions class work amounted to five hours and *étude* to two and a half hours daily; whilst in the middle school the proportions were almost reversed—class three hours, *étude* five and a half hours. From this we may infer that, whilst the young people's work is mostly done *with* the teacher, the older ones are expected to practise a certain amount of initiative and self-reliance which goes on increasing with time. Whether the *étude* took place in the same room where the class was held, or whether pupils were for that purpose gathered in larger or smaller numbers in a special hall (*salle d'étude*), silence was always found to be the rule, a strict supervision preventing any idle disturbance or interruption of the work. The pupils during this time were not allowed to open their desks at will, but had to provide themselves from the beginning with all the books, &c., they wanted.

Recreation or Play-time.

Notwithstanding long hours of work, two and a half hours per day were usually allotted to recreation, and in the younger divisions there were, besides, short breaks both in morning and in afternoon work. All girls had recreation after the midday and evening meals; also before resuming school in the afternoon, so as to allow time for a light repast called *le goûter*, and partaken of in the grounds whenever the weather permitted. All these *récréations* seemed in every school to be employed in organized games, more or less compulsory, and even encouraged by special rewards. That those games are not of a very athletic character no one can doubt who has any knowledge of French customs and ideals. Yet there was croquet, even tennis, where space allowed, and in smaller grounds games involving great activity in running and jumping. The nuns supervising play-time join in the games, whether played in the gardens or in the spacious halls provided for that purpose.

Apparatus.

In all convent schools desks were provided either in both class and preparation rooms, or at least in the latter, these

desks being in many instances of a very modern and improved type. The younger children, however, frequently had tables. Blackboards were found everywhere. Maps constituted an important feature of school implements. Sometimes they remained hung on the walls of the class-rooms in which they were to be used, but there is a growing feeling that by this method the pupils' curiosity gets blunted and maps lose their teaching efficacy. Atlases were in the hands of all pupils, and map drawing formed in several schools a quite remarkable feature. Blank maps on large and small scales, raised maps of the newest kind, special maps for every branch of that rapidly developing science testified to the thoroughness and "up-to-dateness" of the schools with regard to geography.

The teaching of science was likewise helped by sets of diagrams and by herbaria and cabinets of minerals such as are rarely to be met with in any but purely scientific schools. Experiments were everywhere acknowledged as necessary to supplement and illustrate the teaching of physical science and chemistry.

It does not seem that experimental chemistry as understood in England is yet largely admitted into the curriculum, but it must be remembered that schools are in France expected to prepare the majority of girls only for their probable vocations in life, and that so far it is but an infinitesimal proportion of women who devote their energies to scientific pursuits.

School Buildings and Grounds.

All of the convents alluded to, whether old stately mansions modified within the last thirty years in accordance with modern exigencies, or new erections built at great cost during the same period, uniformly presented the same spacious outward proportions, with certainly more than the regulation allowance of light and air within doors. Some even could be considered as strikingly remarkable for their architectural beauty and for the lavishness and efficiency of all appliances conducive to health and comfort. For the use of boarders bathrooms are, of course, always provided, and in one instance we found them fitted with the most elaborate system of hydropathy and under the management of a specially trained nurse. The dormitories, with their countless windows and polished floors, were in several convents combined with the cubicle system, the elder girls enjoying even sometimes the luxury of a private bedchamber, an innovation due apparently to the fact that those convents number among their pupils many foreign girls. In one convent, however, the custom still obtained for the nuns and pupils to share the same dormitories.

Every one of the eight convents visited had playgrounds and gardens well shaded and adorned with well kept flower-beds. Every one of them had also, for rainy weather, large halls and covered galleries where the children could carry on their favourite and most noisy games without hindrance. Amid them great variety could be found. At one convent, right in the centre of Paris, the ancient cloisters of which have witnessed many vicissitudes, you would find the formal disposition of trees so characteristic of old French gardens; at another, further removed from crowd and noise, an undulating lawn shaded by well grouped trees and enlivened by song-birds. Elsewhere, again, far hidden in one of the poor industrial suburbs, you would see an unpretentious row of buildings, hardly noticed by the noisy stream of workers passing constantly to and fro; once behind the white closed gates you would catch a glimpse of long flower-lined paths, of a stately chapel reached either by shady walks or by a glass-covered verandah; and from the many wings added successively to the seventeenth-century mansion you would command a far-reaching view of the great city within the boundaries of which the original structure seems surprised to find itself now enclosed.

Conclusion.

These brief notes on convent schools suggest a few reflections. One concerns the adoption and development of the lecture system, some convents having organized courses given under supervision to the more advanced pupils by outside lecturers, some of whom are men of literary and scholarly repute. In one instance, at least, these courses were found to be largely attended by outside lady students, and, as they were combined with an excellent system of scholastic correspondence, the advantages they offered extended even to the girls who had left school. In one case only was the old system of learning by

rote still adhered to; the general custom was rather to place in the hands of the pupils some text-book, often compiled for the use of that school by some member of the community, the summaries of different chapters being not infrequently learnt by heart, and the explanatory text or notes being reproduced in the pupil's own language.

Much care was throughout bestowed on obtaining clear and complete answers from the pupils, monosyllabic or truncated sentences being tabooed from the first. The time and trouble spent in early days to ensure clear diction in reading and reciting were evidenced by the almost general fluency and distinctness of speech. The frequent drilling in verbal answers went always side by side with practical use of the blackboard, and, whether they had to solve a problem or to draw a diagram or a map, the girls seemed both eager and intelligent. As tending to the same end must also be mentioned the repeated occasions when girls speak, read, or recite before a large audience, including not only the whole school, pupils and staff, but also the older members of the communities, and even—at the Easter and summer school examinations—some outside scholastic authority. A few days are devoted by the pupils to preparing for these important occasions, during which preparation the *salle d'étude* is often exchanged for a shady part of the garden. In the examinations a large share of time is allotted to oral questioning; and it no doubt proves a valuable training for the more formidable ordeal of the public examinations, which in France always include a compulsory *viva voce*.

Literary and debating societies seemed most active, and, together with good libraries, tended to foster intellectual initiative. The best voluntary productions either in prose or poetry were granted by vote the honour of insertion in the academic records of the school. Gymnastics were everywhere optional. Needle-work was less of the ornamental than of the useful order. Garments for the poor were made by the pupils as soon as they had reached a certain stage. Later on darning, mending, cutting out to measurements, trained them in even a more practical way. Certain schools also expected from each girl or group of girls the regular performance of some slight household duties, some practice in cookery being gained by elder girls either as a complementary course, or on *fête* days and festive occasions awaited impatiently by the whole school.

That the pupils enjoy their school life there is abundant proof in the popularity of school magazines, the frequent and regular meetings of former pupils, and their readiness to join in any plan likely to benefit either school or schoolmates. Should further testimony be wanted, the most eloquent and pleasing was borne in the eagerness of girls to greet a teacher and answer her questions. This it was our welcome privilege to witness during the time spent in collecting information in these different convents, to whose authorities, religious and ecclesiastical, we are much indebted for the facilities so graciously afforded.

P.

OUTDOOR BOTANY.

A LARGE garden behind an old historic house, now turned into a public day school for girls, sweeps of velvet lawn rising in terraces to a small wood of elm and sycamore and fir, with mossy and varied undergrowth, the lawns themselves dotted with noble trees of venerable age, and edged with bright flower beds. In the lowest level a pond, overhung by trees; sedges and flags and loosestrife and marsh marigold growing in the water, and a perfect tangle of wild flowers round the edge of the pool. The back of the picturesque old house draped with various climbing plants pushing into every window.

Given such surroundings, the teaching of botany naturally suggests itself, and the mind at once leaps to the fact that it can be taught upon the spot, out of doors, living with the plants. It is easy to follow Nature in all her moods, to watch her in every stage of development, to observe and note the influence of sun and shower. Life in its wild and in its cultivated state stands ready, and lessons under such circumstances base themselves upon the natural features of the place. Soil and weather also receive their share of attention in the general scheme, and our laboratory is the outside world. The plan of the lessons follows the changes of the garden from month to month; and, in a spot of such variety, offering such

abundance of material, different lines can be taken up in successive years.

Lessons began in the spring of the year with pupils who were for the most part ignorant of botany, and, it must be noted, though living in the country, also curiously ignorant of the wild life around them, truly having eyes, but seeing not, yet eager to see. And in this eagerness, this readiness to be interested lay the chance for the teacher.

And now begins our work. The course planned covers the order of growth and sequence of the flowers. Each lesson is of three-quarters of an hour's duration, and each class consists of about twenty girls. It is time for outdoor botany, and they troop on to the lawn each provided with paper and pencil. No time is lost in preliminaries—the special object of the lesson's study is explained in advance. They divide into little sets of three or four, or sometimes two, and each goes straight to the appointed place and begins work instantly.

Each set has generally three or four plants to study in the time, the study consisting of close observation both with hand and eye of the plant in question; a summary of the points noted is written down at the time, and rapid drawings are made on the spot of every feature observed. Too much has to be done to admit of slow work, or of any conversation except that relating to the work in hand, and girls are seen stretched flat upon the grass the better to see, clustered eagerly round a bush or half hidden under masses of foliage, trying to penetrate the inmost secret of the plant. As each set finishes work upon its own particular plant it moves on in strict rotation to the next on the list, each one being carefully chosen with special reference to the subject set to be studied at the beginning of the lesson. Towards the end of the time allowed the class, which is scattered at work all over the garden, is called together, and special points are mentioned by the teacher and facts that might have been overlooked by the inexperienced student. The papers of notes and drawings are then collected, and these are read, commented upon, and returned before the next lesson.

In this manner various trees were studied—the beech, plane, oak, and sycamore. The opening buds of smaller plants claimed their turn, and careful notes and comparisons made as to their manner of folding, their colour, shape, size, texture, arrangement, methods of protection from wet and cold, their time of opening. From time to time the outdoor class began its work by visiting trees or plants previously studied in order to note change and progress. This tended to deepen earlier observations, to correct wrong ideas or prove theories, and it can very truly be said that it is difficult to forget what has been learnt in this way.

At the back, in the wilder part of the garden, in the sunny spaces between the trees, were patches in which the grass grew tall and free and wild flowers of many kinds grew, crowded thickly. These afforded work for several lessons. The flowering of the grasses, chiefly the pretty cocksfoot and the fox-tail, led to the study of wind pollination. It was noticed that the wild flowers grew in colonies, and particular attention was paid to any solitary intruding plant, instances of which occurred in almost every patch. It raised a question as to its survival or increase to be answered the following year. These wild patches illustrated the struggle for existence, the necessity for light and moisture and space, and comparisons were naturally drawn between their crowded life and the scanty growth beneath the wide and close-spreading beeches and firs.

The beds of honeysuckle swarmed with bees. Seated on the grass, near to the selected plants, the pupils followed the movements of the bees from flower to flower, which it was quite easy to do, and gained some insight into their structure and methods of work. The life of the bee, and cross-fertilization by its means, when studied later, gained in interest from the personal observations made. Climbing plants were studied in the same way, and here was abundant subject for study in the many climbers which draped the red-brick walls of the old house. The finger-like tendrils of the grape-vine; the long, slender twining cords of the wisteria, flung curling in every direction; the woody stems of the ivy, furred with climbing-roots, lent an almost human aspect to the plants in the minds of their observers as they watched their efforts to lift themselves higher, and how they stretched out their climbing organs, ready to grasp at any support. Afterwards, plants which had been studied earlier in bud and flower were revisited to note the change of flower into fruit, and the fruits compared with each other.

Here it may be remarked that no pupil was told to adopt the individual and personal form of recording observations, but, doing what really was original and individual work, of their own accord, they used this means of expression, and almost invariably their notes began: "In the plant I am observing," or some such form of recording their own work. In every case out-door work was supplemented by in-door lessons, in which deductions were drawn, careful, detailed descriptions made from the notes and drawings, and questions discussed to which the outdoor work had given rise. The outdoor botany was a living thing. Every girl came to her work with interest and worked well and hard. The work was never dull, and the time went all too quickly. Teacher and pupils worked with enthusiasm, and it was an inspiring sight to see the little groups scattered over the big garden, busy with paper and pencil, intent upon the work in hand, the teacher visiting each group in turn to answer questions, or to point out facts which had been overlooked.

It may be said that the conditions as described above were ideal. They were also, however, real. Exactly similar conditions may be difficult to find elsewhere, but there is little doubt that many schools exist in which botany might be taught in a similar manner, and which would do much to rouse a living interest in the subject which is often lacking, and which, one must admit sorrowfully, is too often owing to the dullness of the teacher. Not seldom do we find that the whole subject is regarded with distaste by the pupil, who studies the flower as a thing apart from its natural surroundings, who, indeed, shows up neat books, full of elaborate drawings, with dictated notes, but which, even on a casual observation, show a lack of the love and interest which should be there. Once let the pupil see the wonder and the mystery and the beauty underlying Nature in all her forms, and the study of plants will take its rightful place as a subject full of deep interest, something akin to ourselves, and a secret sympathy will endear to us each tree and flower because they too are alive.

But is outdoor botany possible except under these exceptional conditions? It may seem a paradox, but outdoor botany may to a large extent be brought indoors. And many even of our London schools have some garden attached, some trees, some walls upon which creepers hang. In the country it is easy enough. A lane or field can always be available, but in London can we not utilize the powers of observation to see what lies at our own doors, and gather subject-matter from our parks and commons, correlating every lesson with familiar outdoor features, which only need to be pointed out? The plane tree, with many others, is in our midst; the florist and the seedsman spread wide their windows to the common gaze. School gardens do much, and the earnest teacher will find that questions crowd upon each other merely from observing at all seasons the solitary tree in the school playground, or the growth of nasturtiums which he has himself planted in a pot. The true enthusiast can find material everywhere. If all heaven is mirrored in a single drop of dew, how many problems of life and Nature are illustrated by a single growing seed!

E. C. MATTHEWS.

BIRDS.

A FRIEND, who has found now the undiscovered country, still often brings a smile to me as I think of him and of his dreams, and whenever I rejoice in a chorus of wild songsters in which my ignorant ears cannot discriminate the individual notes, or watch a flight of happy winged creatures too far beyond my field of vision for recognition of their kind, I think of his quiet chuckle as he recounted one of his visions of the night. He came of a dreaming family. It was his younger brother who remembers casually leaving his body outside when he went into the big assembly where such disrobing was *de rigueur*, and, on returning to take it from the peg on which he had hung it up, could only find a body belonging to a certain shy and learned professor, which unfortunately was several sizes too small for him. But his own powers in that direction were more remarkable than those of his notable kinsman, and his experiences certainly lost nothing in the

telling of them. Only to a few privileged intimates did he confide how he dreamed one night of three old Circumstances altering cases and a proud young Exception proving rules.

The dream with which I most like to associate his memory was just the story of how he watched a company of birds flying past him, and, turning to a bystander in his sleeping fantasy, inquired: "What kind of birds are those?"—but was perfectly satisfied with the reply that they were just "common birds," as though bird life, when not abnormal in beauty or in strength, could be satisfactorily reduced to a common denominator and include any number of undifferentiated flying creatures belonging to no family in particular. How he loved the quiet humour of his own dream, and how whimsically the dear "common birds" are always reminding me of it—the little thrush-coloured baby robin that lately came within a few inches of my hand on an old lawn beneath a spreading cedar tree; the flocking sparrows, with their restless, impertinent movements; the finches and tits and other undistinguished and homely winged kinsfolk!

It was a very small bird indeed that, towards midnight lately, awoke me—a creature about the size of one of those white-bosomed Mother Carey's chickens that I learned to delight in on the wide Atlantic. The window of the room where I slept was wide open and a lamp burning. Perhaps the light had beckoned through the darkness to some homeless little brother that had lost his way. How gladly would I have soothed and comforted the eager, fluttering heart, stroked the soft brown plumage, and mothered the tiny quivering body. But fear stood between us as a dividing angel. The terror of the bird terrified me also, the whirring and swishing of the small wings made music of revolt and anguish, and the swift, violent movements were so blindly bewildering that it seemed, the next instant, they would beat into my face and buffet my eyes. How the vexed soul came there, or whither it vanished, will always remain a mystery; for, while I slipped out of the door to ask counsel of my more knowledgeable neighbour, the tiny wanderer fled through the window. But a symbol there seemed to be of many a human crisis in which some stormy spirit, communicating its passion to another with a stress of inexplicable moral whirlwind, may find the only kindness in a noiseless flight and silent farewell—such a farewell as must often bear within it an unspoken pledge of meeting on the shores of those far distant havens that wait for us in lives to come.

At the extreme limit of the other end of the scale in the gamut of feeling, is the peace of uplifting which comes through watching that flight of swallows across the sky which seems the very language of emotional mastery and triumphant attainment—

The perfect poise that comes of self-control,
The poetry of action, rhythmic, sweet—
That unvexed music of the body and soul
That the Greeks dreamed of, made at last complete.
Our stumbling lives attain not such a bliss:
Too often, while the air we vainly beat,
Love's perfect law of liberty we miss.

It is wonderful to think of that finely adjusted, disciplined effort, cleaving the air with a skill and precision on which mortal life depends, and to realize that there are moments when by any discontinuance of that ordered movement of the wings, that outstretched tension of guided and instinctive faith, the bird must inevitably sink to its earthly death, whether it fall into the drowning ocean or be dashed to pieces on the bruising ground. To me it was a wonderful thing when I first grasped the fact that only through the element they fought and breasted could the birds be borne onward, and that all that exquisite grace and gliding ease which we call flying was the transcendent outcome of sustained and joyous effort.

Sometimes a little do their pinions close,
A little moment do they sink to earth:
But in activity they find repose—
Such rest as we may hope for in that birth
The world calls death: or for a moment find
In some transcendent hour of holy mirth,
When love some holy secret has divined;
When pain and effort are a deep delight,
And joy is in the heart of grief enshrined.

Who can watch the migratory birds without recalling that splendid passage in "Faust" which reminds us that—

In every man is born that yearning
 Onward and upward evermore to rise
 When overhead the lark his song is learning,
 Lost in the azure spaces of the skies ;
 When, wide upon the air his wings extending,
 The eagle sweeps above the pine-clad height,
 And, far across the lakes and levels wending,
 The crane unresting fares in homeward flight.

But we need not cranes and eagles. There is an even more pathetic suggestion in the heroism and the joy of our own small English birds. As we watch them taking the wings of the morning when the dew lies heavy on the fragrant flowers, or brooding in the stillness of the noonday, or accentuating by their passing flight the mystery of the twilight merging in the glory of the sunset, as they move across the horizon into the clouded fires that seem to lie beyond, the whole earth becomes an altar in the Eternal City, and we realize that the veil of the temple is for ever rent in twain.

Two wings must bear us up, says the writer of the little book which has so long companioned Christendom: the one is simplicity, and the other is purity. Too often still we run and are weary, we tire and are faint. When shall we realize that we are curtailed by our own dullness, and, casting our own self-garmenting aside, may enter here and now into the ever-present radiance of the Divine Life, and shall no more need to say: "Oh! that I had the wings of a dove," but straightway in our onward upward progress "be forever at rest?" A. M.

EDUCATION IN MASSACHUSETTS.

A STATE which fixes the age of compulsory school attendance at sixteen years will probably present some points in educational policy worthy of special study. By the Constitution of 1780 Massachusetts set itself the following task:—"In all future periods of the Commonwealth, to cherish the interests of literature and the sciences and all seminaries of them": with what measure of success is denoted by the fact that two years ago 65 per cent. of the children in this State were kept voluntarily at school until the age of fifteen. From the beginning the people of Massachusetts adopted the principle of voluntary effort in education, compulsory subjects of instruction being few, optional courses many. In 1826 the State required its towns and cities to supervise their schools by means of specially selected officers or School Committees, and in 1837 a court of appeal for Local Authorities was established in the Board of Education.

Generally speaking, provision is made for the upkeep of the following grades of education:—(1) primary, ages ranging from six to eight years; (2) intermediate, ages ranging from nine to eleven years; (3) grammar, ages ranging from twelve to fourteen years; (4) high schools; (5) normal schools, where formerly the majority of teachers for high and elementary schools were trained; and (6) colleges, which now contain special departments for the training of teachers. In addition to these there are public kindergartens for children whose ages on admission range from three to six years.

The high schools are mainly recruited from the upper classes of grammar schools, and the entire system provides a complete ladder from the primary grades upward, one which every child of ability may climb. Massachusetts stands alone among the States in making full provision for a free high-school education, its law being that all towns containing five hundred families shall maintain such schools adequately equipped and providing a four years' course preparatory to the normal school and college requirements. When such conditions are fulfilled the State makes a special grant to the complying Local Authority, while in sparsely peopled districts the fees of such students as attend high schools in neighbouring towns are paid by the State. Of 353 towns or cities in the State all but 17, which are very small, support high schools. 10 per cent. of the total number of students in the State attend such schools.

Superintendents, appointed by the State, are special executive officers who supervise schools under the direction of School Committees. These appointments were formerly given to those who had rendered political service, and tenure of office was usually dependent upon the continuance of such service, but public opinion is now being aroused, and superintendents are expected to undergo a special course of training extending over at least one year in educational work at one of the colleges. Each superintendent is responsible for the organization of about one hundred teachers and the general direction of some thirty schools and their courses. The official is expected to keep in touch with each school by means of fortnightly visits.

The State regards the normal schools and the superintendents as the two most important instrumentalities for the training of teachers, the official opinion being that "every corps of teachers should feel the forceful influence of a thoughtful, judicious, growing superintendent—a man who is alive and sane." Notwithstanding this pronouncement, differences of opinion between superintendents and Local Committees are not uncommon, and, as the school tax amounts to 30 per cent. of the entire municipal tax, and the Local Authority provides more than 90 per cent. of the money spent on education, the power of the State official is more apparent than real. Possibly it is on this account that Massachusetts stands alone among the States in its freedom from State inspection and State certification. Its towns have repeatedly adopted independent school policies, which on being questioned have been promptly legalized by the State—a position of affairs in direct contrast with the veto exercised by our English law on the work of higher-grade schools under large School Boards in the Cockerton judgment. The duration of the school year as fixed by law is forty weeks—a demand which is quietly ignored—and the average length of the high-school year is thirty-eight weeks, the minimum for purposes of the State grant being thirty-six weeks. Throughout the United States the average number of school days per annum is 147.2. Oklahoma, with 89, has the least; Arkansas has 92, Texas 116, Massachusetts 186, while Rhode Island and Maryland possess the maximum of 190. In England the minimum allowed by the Board of Education for elementary schools is 200; but the average usually works out at 215, the average of grammar schools being about 190.

The abundance of holidays in the State probably accounts, in part, for the high average of attendance, which reaches 91 per cent. The attendance problem is dealt with by means of detention schools, where more than eighteen hundred children attend. Truants, who are mostly between twelve and thirteen years old, are generally committed for one year, and each boy is expected to earn 2,500 marks at the rate of 100 for every week. If a boy after discharge is returned to the institution, he is detained until 3,750 marks have been obtained. The boys are occupied in manual, Sloyd, cardboard, raphia, and basketry work, and in addition they do all the bread-making, gardening, washing, and mending in connexion with the institution. The cosmopolitan character of the children in reformatories is shown by an analysis taken from the Boston Parental School, where, out of 196 committals, 51 were the children of parents born in Ireland, 31 of parents born in the United States, and 15 of parents born in Russia.

Schools for defective children exist, but the accommodation is not equal to the demand for admission, as only cases are taken which give promise of improvement. The Waltham School for feeble-minded cases consists of a farm colony of 2,000 acres and four buildings, two of which were partly constructed by the inmates. In addition to the orchards and grazing land, 50 acres are under the plough, 21 acres under corn, and 20 acres under potatoes. The subjects of instruction include farming, Sloyd and manual training, printing in type, band practice, needlework, and bread-making; and a herd of milch cows is being raised on the farm.

Vacation schools are held during the summer holidays in order that education may be continued on recreative lines by means of well organized rambles and games. The advanced character of Nature-study work in Massachusetts is admittedly due in great measure to the splendid efforts of these temporary institutions. Evening schools are organized chiefly for the purpose of teaching the English language and the elementary subjects to such immigrants as are ignorant of them. The question of advanced work in such schools is one upon which much difference of opinion exists.

Another problem which exercises the minds of educationists in this State is the rush of the rural population to the towns. Among the subjects taught in rural schools are reading, writing, arithmetic, geography, grammar, history, music, and drawing; but in order to counteract the townward movement expert advisers are strongly advocating Nature study, manual work, and industrial training as additional subjects.

Of some fifteen thousand teachers working in the State there are few who have not passed through the high schools, while more than half have added attendance at normal schools and about fifteen hundred have attended colleges. Graduation is accepted as evidence of satisfactory attainments. There is no State pension, and qualified teachers are scarce. The average monthly salary paid to male teachers is £29; that in England being £11; the corresponding amounts for women being £11 in Massachusetts and £7. 10s. in England. Whereas in Massachusetts women teachers outnumber men in the proportion of 11 to 1, the proportion in England is only 3 to 1; and, owing to the continued reluctance of men to adopt the teaching profession, the feminine ascendancy increases annually.

The total yearly expenditure for all public-school purposes approaches £3,500,000, the average amount spent on each child being £8. One-fifth of the total expenditure is spent on repairs to school buildings, and the amount available for carrying on the actual school work is apportioned as follows:—Wages of teachers, 72 per cent.; fuel and care of buildings, 14.8 per cent.; books and supplies, 5 per cent.; administration, 4 per cent.; sundries, 2.7 per cent.; conveyance of children, 1.5 per cent.

Although each year records a steady increase in educational expenditure, the fact seems to be recognized in typical American fashion. A recent review of education by the State contains the following vigorous recommendations, among others:—(1) that the salaries of teachers should be immediately increased; (2) that retirement funds for teachers should be more generally established; (3) that an additional year of training should be required from teachers; (4) that a State normal school should be established to qualify teachers for vacancies in high schools. Which things prove that our cousins recognize well equipped brains as the true safeguard against national decay.

H. L.

CANADA.

THE story of Montreal might well be called a "tale of two cities." Two peoples, with their distinctive languages, customs, institutions, newspapers, religions, and educational facilities, make difficult the task of unification of public sentiment, and so desirable progress is very often hindered. Mr. Carnegie some months ago made a very liberal offer to the city for the building of a public library, but the prelates of the Roman Catholic Church opposed it strongly. This was to be expected; for the Roman Catholic Church has never been favourable towards the founding of institutions that provide for the education of the people. In a former letter I illustrated the grievance between the two peoples by referring to the curriculum of Laval, with its strictly classical content, and that of McGill, with its emphasis upon the scientific side. Another illustration of the difference is the conduct of the public schools. The law recognizes for school purposes the Roman Catholics and the Protestants, and the taxes for such purposes are divided accordingly. A new element has appeared in the application of the Jews for recognition. After various disputes as to whether the taxes paid by these people should be paid to the Protestant or to the Roman Catholic schools, it was agreed in 1890 to join the Protestants. In return, the Protestant Board received the children, appointed a teacher of Hebrew, and paid two thousand dollars per annum to the Baron de Hirsch Institute for receiving pupils of the Jewish faith who were unable to pay fees.

In 1899 the Jewish pupils had increased to 749. The cost of their education, beyond the net amount received from Jewish taxes and fees, represented a yearly loss of over 100,000 dollars, which, according to the Board, had in great part to be paid out of receipts from Protestant parents. In the scholastic year 1900-1 the number of Jewish pupils in the schools had risen to 1,153, representing a cost of 34,451 dollars and 64 cents. The

receipts from Jewish taxes and fees amounted to 11,016 dollars and 24 cents, the net loss being 23,435 dollars and 40 cents. The Protestant Board felt that it could not afford to provide instruction at such a great loss for children of another faith, and tried to terminate the agreement. A certain Paul Pinsler had a son Jacob who had won a free tuition scholarship which entitled him to instruction at the Protestant High School. He was refused admittance on these terms, and his father applied for a *mandamus* to compel the Protestant School Board to admit Jacob. Mr. Justice Davidson, in giving judgment, said that a person of Jewish religion, resident of the city, and not a school-tax payer on real estate owned by him, had no *status* under the present statutes relating to education, and therefore cannot claim as a right to have his son admitted to the schools of the Protestants or of the Roman Catholics. There are over 10,000 Jews in the city, and these, as well as others who are neither Protestants nor Roman Catholics, but who are property owners and taxpayers, have no access to public education for their children. Montreal, as far as education is concerned, is a city of the past ages, and wholly out of place in the enlightened city school organization and administration of this continent. The whole educational system of the province needs reorganization. The people have been asleep as to the progress that is being made all about them, and the discouraging part of the whole matter is that they are content to slumber on. The only chance of awakening them is by giving to the world the facts of education and comparing the conditions with those in less naturally favoured localities.

If the schools that are now in existence were in good condition, and taught by good teachers, there would be some hope that progress was being made, even though it was extremely evolutionary in its movement. Unfortunately this is not so; for one of the City physicians whose curiosity was aroused by the condition of some of the pupils whom he was called in to attend investigated the schools where they were studying. One school, fifty years old, was overcrowded by four hundred boys; there were no proper means of ventilation; the air was bad; the sanitary appliances were not only out of date, but were defective; and the lighting facilities were extremely poor. Another school was simply disgusting. Six hundred boys, mostly sons of labourers, were cooped up in a building where the plumbing was bad, and there was no ventilation worth the name. Personal hygiene seemed unknown; and it is no wonder that the report was that the boys were dull, listless, and stupid. Some of them seemed too heavy to think at all, forgetting names of streets and sometimes their own names; and there were external evidences of disease.

It is almost incredible that such conditions are possible in a city like Montreal; but the public is not awakened to the necessity of providing suitable habitations for their children during school hours. They have not yet emerged from the state of those who believe that schools and jails are in the same class. The most hopeful sign is that the Women's Club has taken up the question, and will investigate the conditions. There be many who speak disparagingly of women's clubs—who call them "gossip circles," &c.—but they cannot dim the everlasting glory that will come to these clubs for the work they have done in helping educational and social reform. Scores of cities in the United States owe their vacation schools, their cooking classes, their manual training classes, their school kitchens, school baths, and other educational adjuncts to the efforts of these clubs.

COLONIAL AND FOREIGN NOTES.

FRANCE.

We lately asserted that the testimonial system has its imperfections.

The report of a case recently decided on appeal by the Conseil supérieur de l'Instruction publique in

France may serve to indicate that it has also its dangers. M. X., the head master of a private school, employed as an assistant during the years 1903-4 and 1904-5 a certain Y., who had been condemned on September 21, 1897, to five years' confinement for offences against morality. By so doing M. X. exposed the children under his charge to constant danger for two years. He neglected to see that Y. was provided with the papers required by French law; and, although Y. had held a *brevet de capacité* for twenty

years, the head master was contented with illusory testimonials relating to a period of two months. Ultimately he sent the assistant on his way with an eulogistic certificate calculated to procure for the bearer admission to another school. The matter being brought before the Departmental Council, M. X., the head master, was prohibited by it from acting any longer as a teacher in the department. This judgment, appealed against, has nevertheless been confirmed by the Conseil supérieur. Such cases are, we believe, exceedingly rare in England; but a head master engaging an unknown man of mature years should protect himself and his pupils by asking for a tolerably full *curriculum vitæ*.

The *Bulletin administratif* of August 25 contains the terms of the agreement between France and England for the exchange of teachers. Although they may be known already to some of our readers, we give

them here—at the first opportunity that we have—in order that they may reach the knowledge of all. (1) The French Ministry is prepared to receive every year, in a certain number of *lycées, collèges*, higher primary schools, and primary normal schools, young English schoolmasters and schoolmistresses as “assistants.” The number of vacant posts will be communicated to the Board of Education not later than June 15 in each year. The Board of Education will make inquiry of heads of secondary schools or training colleges enjoying an established reputation to learn whether they wish to receive French assistants in their establishments. The Board will acquaint the French Ministry, by June 15 at latest, with the number of schools or training colleges that desire assistants of this sort. (2) English applicants for these posts must be, as a rule, graduates of a British University, or must have passed an examination required from candidates for a degree; but posts in primary normal schools and higher primary schools may be applied for by certificated (men or women) teachers in primary schools. Evidence of professional training, or practical experience in giving instruction, will be regarded as an additional qualification. French assistants, in order to obtain appointments in English or Welsh schools, must possess, as a general rule, the diploma of *licencié* (in Letters, Science, or History, &c.). A candidate for the post of an assistant in a training college will have to hold, at least, the *brevet supérieur*. (3) All assistants, French or English, will be deemed (apart from special private arrangements) to be engaged for the school year; that is to say, from October to July in France, and from September to July in England. (4) English assistants will receive, in the establishment to which they are attached, a suitable room, food, lighting and heating, and washing (except of body linen). For *répétiteurs* in primary normal schools the terms remain those fixed by the Ministerial circular of September 20, 1894: they pay a fee of £16 for board. French assistants in English schools where boarders are taken will be received on similar terms; or, in place of board and lodging, they must be paid a sum of at least £60 a year. (5) The assistants, whether in France or in England, are placed under the direct authority of the head of the institution to which they are attached. In secondary schools they must not be required to do more than two hours' work a day; in no way and under no pretext must they be called on to undertake the ordinary instruction of a class or supervision duty. The nature of their work is determined in France by the Regulations of February 15, 1904, and in England by the circular of the Board of Education dated June 1, 1905. They are to associate as equals with the rest of the staff, must be free to follow any of the courses that may be serviceable to them, and heads of establishments are to afford them every proper means of perfecting themselves in the language of the country. All letters in reference to the exchange of assistants are to be addressed, in England, to the Office of Special Inquiries and Reports, Board of Education, St. Stephen's House, Cannon Row, London, S.W.

For the convenience of head masters we set down briefly what they may expect to get, and for what. Two hours' French conversation a day—from an educated Frenchman who is a teacher, not a waiter, in his own country—

for his board and lodging, or an equivalent of £60 a year. To assistant masters or mistresses we would recommend a careful consideration of the advantages of the scheme to them. It offers an opportunity of learning French at the smallest possible cost. And, as we have said before, it is worth the while of a teacher to learn French. If he never has to teach or to use the language, yet it is the doorway through which he may look on the life and mind of an illustrious race with which our relations grow daily more intimate. No understanding can be truly cordial except between those who strive to know each other. Such endeavour being fairly made, it will become apparent that even small differences of manner and custom have their explanation in historical development. It has been the fault of teachers, both French and English, that they have seldom enforced—perhaps seldom realized—this simple truth. As soon as they generally learn and teach it, we may hope for an international concord not dependent on political exigencies, but based on sympathy, mutual good will, and the consciousness that two unlike forms of civilization may fertilize each other the more effectually

by reason of their very dissimilarity. The exchange of teachers is a step towards a great end.

GERMANY.

Are annotated editions of classical school books favoured in Germany?

About Notes. It would seem that no general answer to the question is possible. We have not been able to discover any official instruction to teachers upon the subject.

In one particular *Gymnasium* as to which we made inquiry we learned that nothing but a plain text was tolerated. On the other hand, it appeared that a common practice in the school was to read selections from a work, not the whole of it. Thus, in handling a speech of Cicero, the teacher would call on his pupils to render certain passages, filling up the gaps himself by means of translation or summary. It is a method that some will deem wise and others unscholarly; at any rate, it reduces the merit of discarding notes to small dimensions. Again, it must be borne in mind that the German teacher examines his own boys; he does not submit them to an examiner from without. Thus, he is free to pass over difficulties that an English teacher could not venture to ignore. On the whole, the expedient course would seem to be to leave an option in the matter to the individual teacher. A's method is not always the best for B. to follow.

Reports are in Germany matters of graver moment than in England.

How Reports are made. In the interest of readers of *The Journal of Education* we questioned a friend (who happened to be working at his reports) about the way in which they are drawn up. They are first written in a large exercise book. The report for each subject consists of one of the numbers 1-6, with, or more often without, a word of comment. The comment, when it is made, is short—e.g., “French, 4. End in view (the Leaving Certificate) not to be attained without more exertion.” The form master prepares this first draft, obtaining the numbers from his colleagues, and often having an informal discussion with them as to the number that is assigned. Now all is ready for the *Lehrerkonferenz*, a meeting of the masters at which every boy is considered with regard to his conduct, industry, and attentiveness. For each of these things a number is allotted. Moreover, a *Durchschnittsnote*, or average number, is determined on to express a general judgment upon the boy. In fixing the *Noten* the family relations of the pupil and all that may have affected his work and happiness are taken into account. The head master, presiding at the assembly, may, and often does, exercise a mitigating influence on the severity of his assistants. But he has no authority to overrule their verdict; nor may he make any addition when once the report has been approved by the meeting. It is the essence of the report that it is a *joint* judgment. At the head of the form stands: “*Auf Grund der Lehrerkonferenz vom . . . 19 . . .*” “Based on the masters' meeting of [date].” A letter, written by the form master, may follow the report; but this is rare. The limitation of the head master's powers, at first sight derogatory to his dignity, is in reality serviceable to him; for he ceases, owing to it, to be the single mark for the wrath of parents who deem their children unjustly estimated. And sober conference seems to us the best preventive of those two familiar evils of the English report—overlavish praise and epigrammatic cruelty.

In many English schools English history is taught in the lower forms, Greek and Roman history in the higher, dull text-books forming the means of instruction.

Of the Teaching of History. It may haply be that neither is the sequence just nor the method complete. At least, the German system of treating the subject is ordered otherwise. We give an outline of the Hessian scheme. The object of instruction in history is to give a sufficient knowledge and understanding of epoch-making events in general history (*Weltgeschichte*) and of the most prominent actors (Greek, Roman, and especially German) therein. Moreover, in a carefully limited degree, chronological accuracy and an acquaintance with the scenes of the events considered must be insisted on. In the two lowest forms, VI. and V., the most important sagas of Greek, Roman, and German history are related, whilst, in the closest possible co-ordination with geography, pictures from German history down to the reign of William I. are offered to the children. Instruction in Forms IV. and III. comprises the whole field of Greek, Roman, and German history down to 1815; but the treatment of the matter is only elementary. It becomes deeper in Form II. In Lower II. the summer half-year is occupied with the study of modern history to the present day, the facts being examined in groups; the rest of the year is given to Greek history. Upper II. devotes itself to Roman history down to the migration of the nations. In I., two years, the history taken up is that of the Middle Ages and that of modern times, with special reference to Germany and Hessen. At all stages concise handbooks (such as the “*Lehrbuch*” of Dr. W. Martens) are used as a basis of the teaching; but they are supplemented by oral instruction, the teacher giving short addresses on special points or groups of facts. It is strictly forbidden to burden the minds of boys or girls with many dates. From the outset the pupil must be called on to repeat in his own language the discourse of the teacher. Whatever has been learnt

must be impressed by means of frequent repetitions. And geography, studied also for itself, must everywhere serve as the handmaid of history.

Women at the Universities. The only German Universities that grant full matriculation to women are those of Baden and Bavaria, and also Tübingen and Leipzig. During the summer half-year there were on the register in all 211 women students, as against 137 in the summer of last year—a not insignificant increase. They were distributed as follows:—Freiburg, 58; Heidelberg, 57; München, 55; Leipzig, 27; Würzburg, 8; Tübingen, 5; Erlangen, 1. As to their studies, 108 were engaged with medicine; 66 with philosophy, languages, and history; 22 with natural science and mathematics; 10 with political economy; 4 with law; 1 with dentistry. Besides these fully (*rite*) matriculated students there were 1,274 women entered at German Universities as “guests” (*Hospitantinnen*) and “hearers” (*Hörerinnen*), as against 1,040 last year. The number of women desirous of pursuing higher studies is very large, but the means of preparation open to them are inadequate, and not at all *Hochschulen* are they welcome.

Military Education. A letter published in *Die Post* has attracted no little attention. The writer urges that the German has a natural gift for war, and that his capacity in this respect should be developed even during his school-days. It is proposed that one or two retired non-commissioned officers should be attached to every higher or lower school as military instructors. The matter of instruction should comprise the divisions of an army, the distinctive marks of the officers, a knowledge of weapons, gunnery, the use of cavalry, infantry, and artillery, &c. Military exercises, shooting, and fencing should be taught; whilst during walks undertaken for the purpose boys should be made to observe how the character of the ground can be turned to account in the operations of war. We do not believe that German pedagogues will allow the plan to be realized. As to England, perhaps in our dislike of Chauvinism in the school we are liable to forget that the youth of a country must be trained to defend it, as well as to moral and intellectual excellence.

AUSTRIA.

The University and Primary Teachers. From Austria, as from many other countries, we have news of a movement with which we have much sympathy—that to obtain for primary teachers access to the University. For long there have been those who have sought the establishment of practical pedagogic courses which the young man might follow after absorbing the faculty of philosophy, and so prepare himself for work in the primary school. As in England, they asked for bread and received a stone; when they demanded the University they were offered University Extension. Of late a striking change has been taking place. The prospects of employment in secondary schools are unfavourable, the candidates being many and the vacancies few; on the other hand, the pay of primary teachers has been augmented. Hence University men have begun to turn to the lower schools, finding there a modest, but safe, provision for life. In Bohemia alone there are now 286 primary teachers who have been educated at a University. A parallel development seems possible in England. London University equips the flower of the primary teachers with degrees. We see no reason why the older Universities should not furnish to the primary school teachers trained under the influence of great traditions. For the people the best is not too good.

UNITED STATES.

Dr. Harris. The retirement of Dr. Harris, the United States Commissioner of Education, after seventeen years' tenure of office, has been attended by numerous expressions of regret at his departure and acknowledgments of the good service that he has rendered. Under him the Bureau of Education gained a degree of importance to which it had never before attained, and many inquirers owed assistance to it. His pen was always busy, nor was it easy to find a considerable educational meeting at which he was not present. Readers of this journal are likely to know him best by his introductions to the various volumes of “The International Education Series.” Among the most notable tributes to his achievements is that of the American Institute of Instruction, which put on record a high appreciation of the active and honourable work done by him for the cause of education, adding: “for his high educational ideals, sound philosophy, varied learning, and wide and successful experience we honour him as our ideal in all educational affairs; and for his broad urbanity, purity of heart, sympathy and brotherly kindness everywhere and always we cherish the strongest affection towards him.” To him the trustees of the Carnegie Pension Fund have made their first award—and that of the largest sum that they can grant. He is to receive 3,000 dollars a year for life; and, if Mrs. Harris survives him, one half of that sum will be paid annually to her. To the many good wishes that he is carrying with him into private life we allow ourselves to add our own.

The new Commission of Education is Dr. Elmer E. Brown, hitherto Professor of Education in the University of California. He is described as a man whose whole life has been devoted to the study of education. Born

His Successor. in New York, he graduated first at the Illinois State University, afterwards at the University of Michigan, and attended European Universities in several different years. After some strenuous work in the public schools, he became a member of the Faculty of the University of Michigan, whence, in 1892, he passed to the University of California, and began, as assistant professor, to develop the Department of Education. In 1898 he was made full professor. Arriving in California at a time when a great interest in education was being awakened, he has been prominent in maintaining and directing it. Public opinion in general recognizes him as well qualified for the high office on which he now enters.

Philology and Literature. A recent number of the *Journal of Pedagogy* opens with a denunciation of the philological fetish in the teaching of literature. It is contended that in the use of literature as a means of education and culture France is far ahead of America. For much of the unprofitable teaching of English literature in secondary schools the colleges are primarily responsible, because of their insistence upon the philological aspect of the work, to the comparative neglect of the literary aspect. The teacher is trained rather in language and the *minutiae* of literary history than in literature. Hence he comes to the school as the inheritor of a bad tradition, and is incapable of inspiring love of the beauties of literature because he has never learned to feel it. “If a doctor emerges from the purlieus of Anglo-Saxon devotional translations or of Middle English doggerel romance with any capacity for forming or conveying general ideas, say, on Shakespearian drama or the poetry of Wordsworth, why, that is so much good luck: it is nowise nominated in his bond of appointment. Not only are hundreds of our graduate-students untrained as regards literature—they are also expressly trained away from any fruitful thinking on that topic.” The evil—both the cause and the effect—that the American journal deplores exists, as has often been pointed out, in England also, and is apparent in the teaching of classical, as well as of modern, literature. If a knowledge of the meaning of words is essential to all true study of literature, yet philology is a servant that must be kept strictly in her place. But the philological method is not to blame for all our failures in the teaching of the most difficult of subjects. A test paper recently set in an American college on Shakespeare's life and works elicited the information that the poet was the author of “When Knighthood was in Flower,” “Twisting of the Screw,” and “Three Gentlemen of Bologna.” A little instruction as to the significance of the word “shrew” might have saved the pupil from the baldly mechanical interpretation of “The Taming of the Shrew.”

CEYLON.

Reform needed and coming. The question of education in Ceylon has been attracting a great deal of attention of late, and, thanks to the personal interest taken in the subject by the Governor (Sir Henry Blake), it seems probable that before long education will be universal in that flourishing colony. As regards the children of the Tamil immigrants employed on plantations, out of 63,000 only 3,000 are receiving education. It is understood, however, that in the new Ordinance about to be dealt with by the Legislative Council provision will be made for establishing schools on every estate. Mr. A. G. Wise, a former Ceylon planter, has been in constant communication with the Colonial Office on this subject, and his letters to that Department have been included in papers laid before Parliament. It is to be hoped that the Government of India will not delay to deal similarly with the question of the education of children in Assam tea-gardens, for whom at present there is practically no means of education. In reply to a question in the House, Sir Charles Schwann was informed that this matter was under consideration.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, “The Journal of Education” was adopted as the medium of communication among members of the Teachers' Guild; but the “Journal” is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Council met on June 7. Present: the Rev. H. Wesley Dennis (Chairman), Miss H. Busk, Miss Cocking, Miss F. Edwards, Mr. J. N. Hetherington, the Rev. R. Hudson, Miss Kyle, Mr. Nesbitt, Miss Newton, Mr. C. E. Rice, Miss Tullis, and Mr. J. S. Wise.

Miss H. Busk and Miss Julian (Head Mistress of the High School for Girls, Tunbridge Wells) were appointed to represent the Guild on

the National Council of Women at the Conference of the National Union of Women Workers at Tunbridge Wells in October, 1906.

The draft of a Memorandum to be sent to the President of the Board of Education on the subject of the proposed abandonment of the Register of Teachers was read out and adopted. (The Memorandum was printed in full in the *Teachers' Guild Quarterly*, June 15, 1906.)

The Rev. H. Wesley Dennis was unanimously reappointed Chairman of Council for the Session 1906-7.

Mr. J. Arnold Turner, B.A., Member of Council, was unanimously selected for invitation to accept the post of Hon. Treasurer for the same period.

The Committees of Council for the same period were appointed.

The representations of the Annual General Meeting of the Guild, on May 22, were read out to the Council.

Instructions were given to the Political Committee with respect to certain sections of the Education Bill and to secondary school schemes generally, with special regard to the clauses regulating the tenure of head teachers and assistants.

The Education and Library Committee were instructed to consider and report on the suggestion about to appear in the *Teachers' Guild Quarterly* (leader, in June number) for systematizing the observations of the Mosely Commission students. The draft scheme of arrangements for the proposed General Education Congress was referred to the Organizing Committee to work out.

The Council met again on July 7. Present: the Chairman, Mr. H. C. Bowen, Miss H. Bask, Miss Cocking, Mr. H. V. Dawes, Miss F. Edwards, Miss J. Farquhar, Mr. C. Granville, Mr. J. N. Hetherington, Miss Kyle, Mr. Longsdon, Mr. Nesbitt, Mr. C. E. Rice, Miss Tullis, Mr. Trevor Walsh, and Prof. Foster Watson.

Mr. Bowen and Mr. Walsh were appointed as the representatives of the Guild on the Committee of the Professional Joint Agency for Assistant Masters.

Mr. A. Trice-Martin, M.A., Head Master of Bath College, was co-opted as a General Member of Council.

It was decided to offer the Vice-Chairmanship of Council to the Rev. A. F. Titherington, M.A., late Head Master of Brighton College.

Mr. F. Storr was reappointed as the representative of the Guild on the Teachers' Registration Council.

On the Report of the Education and Library Committee it was resolved—That, having in view the amendments proposed to Clause 25 of the Education Bill, this Council would regard with misgiving any reduction in the qualifying number in that clause.

It was decided to ask Mr. Birrell whether he would receive a deputation from the Guild to place before him our views on the subject of the Teachers' Register.

The Chairman undertook to send a letter to the *Morning Post* giving the views of the Guild on the proposed abandonment of the Register. (The letter appeared in that paper on July 17.)

The representatives of the Guild, at the first meeting of the Committee for the Organization of a General Education Congress were reappointed for the second meeting in September, 1906.

Fifteen members were elected at the two meetings of Council—viz.: Central Guild, 8; Manchester Branch, 4; Worcester, Malvern, and District Branch, 3.

Worcester, Malvern, and District Branch.—The annual business meeting was held in the College Hall of the King's School, Worcester, on November 29, 1905, at 5.15, preceded at 4.30 by tea, to which all members of the Guild were kindly invited by the Rev. W. H. Chappel. In the absence of the President, Mr. Chappel took the chair. The retiring members of the Committee, the Rev. W. H. Chappel and Mrs. Barnes, were re-elected. On the resignation of Miss Woodall as Secretary, Miss Burrow, proposed by Miss Woodall and seconded by Miss Beckingham, was elected to fill the post, and Mr. J. Campbell, proposed by Mrs. Barnes and seconded by Miss Moore, was elected as Treasurer to the Branch. Miss Farquhar was reappointed as representative on the Central Council, and Mr. Watts was re-elected as Auditor. On the arrival of the President, Mr. Chappel vacated the chair, and the meeting continued under the presidency of the Rev. S. R. James. The report of the Branch for 1904-5 was read and approved, the balance sheet showing a balance of £8. 7s. 1d. in hand. On the motion of Mr. Waters, seconded by Miss Woodall, the sum of £3. 3s. was voted to the General Fund of the Guild. On the motion of Mr. Waters, seconded, and carried with acclamation, a very hearty vote of thanks was accorded to Miss Woodall for her energetic work as Secretary to the Branch, expressing great regret at her resignation, but at the same time congratulations on her appointment as Head Mistress of Milton Mount College. After the transaction of business an address was given by Mr. H. B. Garrod, M.A. (General Secretary of the Teachers' Guild), on "Points of Interest to Teachers, with especial reference to Registration, Remuneration, and Tenure." A brisk discussion followed, the Rev. S. R. James and the Rev. W. H. Chappel, Mr. Waters, and Mr. Cook taking part, and traversing some of Mr. Garrod's remarks—especially on the subjects of tenure, the decline of quality in the men's branch of the teaching pro-

fession, and the desirability of compulsory Latin and Greek. The meeting then terminated. A letter was subsequently received by the Hon. Secretary from Mr. Garrod, expressing the thanks of the Council for the generous grant made by the Branch to the funds of the Guild. The representative of the Branch, Miss Farquhar, attended two meetings of the Council in London on April 8 and May 13, 1905. The business included discussions on the proposed College of Secondary Teachers and on the Revision of the Teachers' Register. The general report for the year 1905 was presented, and discussed by members of the Council.

A general meeting was held at Ivydene Hall, Malvern, on February 22, at which the subject for consideration was "The Teaching of Drawing in Schools." The President, the Rev. S. R. James, Head Master of Malvern College, took the chair. The minutes having been read and signed, Mr. T. R. Ablett, of the Royal Drawing Society, gave an address, commencing with a specimen lesson to a class, on "The Methodical Observation of Surfaces and of Partly Hidden Structures." After the lesson he passed on to the teaching of drawing and the best methods of obtaining from children the results of their own observation. He showed illustrations proving that each individual child invents, if allowed to do so, his own method of expression, and showed the futility of trying to force upon children conventional methods and the desirability, from an educational point of view, of drawing from children the knowledge they have obtained by their own efforts. At the close of the lecture the meeting was open for discussion. Mr. Buckingham, who was not a member of the Guild, expressed the views of those who still consider that the best educational method is to impress the teacher's view upon children, to put in knowledge rather than to draw it out. He conveyed the idea that mechanical accuracy of outline was of the first importance, and stated that he had no faith whatever in the power of children to observe or express life or motion for themselves. Mr. Lewis asked whether the drawings shown were not those of children of exceptional talent. Miss Burrow remarked that, from the eight hundred or more schools examined by the Society, a very large number of drawings were sent in every year, very nearly equal to, if not quite touching, the level of those shown. She also gave as evidence the opinion of the acknowledged masters in the teaching of design in this country, that, educationally, children should be taught from Nature alone, and not from decorative or conventional forms, in order that they should have a large stock of knowledge to draw upon for original decorative work in the future. The President brought the discussion together by remarking that, however far we differed as to means, all were agreed on the fact that the great aim in the teaching of drawing was to cultivate observation and to increase knowledge. He wished to express to Mr. Ablett the gratitude of the meeting for coming down from town to give so much help and information and to show how much could be done to help children forward. Mr. Ablett, in reply, said that from an educational point of view the method Mr. Buckingham advocated had been tried and found wanting. It was a fact that some exceptionally clever children did not fulfil the expectations formed of them, but two reasons suggested themselves for this: first, that, although they had fine powers of observation and of memory, and also sometimes of imagination, they lacked the intellectual force necessary to carry on their work; secondly, it might be that they fell under some strong influence which hindered, rather than helped, their individual development. These things were regrettable, but were not confined to the study of the subject of drawing. A most interesting meeting and discussion was brought to a close by the showing of many original and beautiful drawings done by children of all ages up to sixteen or seventeen, many of them being very remarkable indeed.

On March 28 a general meeting took place at the High School, where tea was provided by the kindness of Miss Outley. After the minutes had been read and new members elected Mr. Rupert Deakin gave an address on the subject of "The Teaching of Geometry," drawing attention to the changes of method which had taken place in recent years, and especially to the fact that drawing was now considered absolutely necessary for teachers of geometry, in order to make their work practical as well as theoretical. After some skilful demonstrations of teaching and sympathetic advice as to the management of a backward and ill-taught class, or a difficult pupil, Mr. Deakin closed his address with a few remarks on the value of definitions, and the thorny question as to whether or not they should be learned by heart. Canon Wilson, D.D. (formerly Head Master of Clifton College), then spoke on the subject of geometrical pattern making as a real inventive exercise, and made some suggestions of practical value. Mr. Waters expressed the thanks of all teachers to Mr. Deakin, not only for his address, but also for his valuable mathematical books—especially on algebra. The thanks of the meeting were most heartily accorded to Mr. Deakin for his address. In order to extend knowledge of the work of the Guild, invitations to this meeting were sent to a large number of teachers from the towns and districts round Malvern and Worcester. There has in consequence been a steady increase in membership, and a general revival of interest. Since the beginning of the year thirteen new members have joined the Branch, bringing up the membership to seventy-eight.

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OCCASIONAL NOTES.

THE Government have been well advised in determining to carry the decision of the Court of Appeal on the West Riding case to the House of Lords. Of course, if the Bill passes, "cadit quaestio"; but it would be intolerable that for another year or more Local Authorities should be left in uncertainty as to how the law stood, and, if

they continued to pay for denominational religious instruction, be liable to the risks of another "Cockerton judgment." They have also in our opinion acted wisely—though this is a matter of tactics—in resolving to proceed at once with the Committee stage of the Bill in the House of Lords without waiting for the judgment of the Lords of Appeal. It is argued against this course that, if the decision of the Court of Appeal is upheld, the *raison d'être* of the Bill—the grievance of the passive resister—will have disappeared. But the answer is obvious. This grievance may have been the motive cause of the Bill; but to remove it is only one of many objects that the Bill includes, and, while delay might be fatal to its passing, no harm can ensue from remedying an injustice that, however real in the past, may prove for the future imaginary or non-existent.

AT the present stage it would be rash to forecast in what shape the Bill is likely to leave the House of Lords. Root and branch amendments have been announced by Lord Heneage and Lord Amptill, but we do not believe that the Lords intend to disfigure it as gypsies do their stolen children. However Conservative the Lords may be, they are not ecclesiastically minded, and certainly will not do as the Bishop of Manchester bids them. The pronouncement of the leader of the Opposition is on this point decisive. Speaking at Nottingham on October 12, Lord Lansdowne said: "It should be clearly understood that the Unionist

party did not object to popular control, that they did not wish to impose religious tests upon teachers, and that they certainly were not engaged in an attempt to run Church against Chapel." This much was indeed implied in allowing the Bill to pass its second reading, but we welcome none the less an authoritative declaration that this was not, as certain peers have not obscurely hinted, a Machiavellian move in the game. If the main principles of the Bill are accepted, there should be no insuperable difficulty in arriving at a compromise on the working out of those principles which shall be acceptable to both Houses.

THUS we think it might well be conceded that ordinary religious instruction shall be given in the compulsory school hours, provision being made for secular instruction as an alternative. The crucial point on which neither side is likely to yield is whether staff teachers shall be permitted to take part in giving the special religious instruction; but even on this a compromise seems to be possible. Why should not the permission be limited to existing teachers? The position of teachers in non-provided schools is safeguarded by the Bill as it stands. The concession that such teachers might give their services to carry on the work they are already engaged in would relieve managers of their immediate anxieties, and though it would be denounced by the one side as a sorry makeshift and by the other as a bowing in the House of Rimmon, it would commend itself to all but the extremists as a fair compromise.

THE Church Congress which met last month at Barrow-in-Furness did little or nothing towards a settlement of the education question. It would seem that between conservative Church clerics such as the Bishop of Manchester and the Dean of Canterbury and liberal Church laymen such as Mr. St. Loe Strachey and Mr. William Temple no *via media* is possible. The editor of the *Spectator* urged, first, that a national system of education must be religious to satisfy the aspiration of a Christian nation; secondly, that a national Church must be comprehensive, able to include within its body all who were willing and ready to be included. Mr. Temple supported undenominational teaching on the ground that the Church of England as a national Church was responsible for the religious instruction not only of its members' children, but of all children. These papers, however, provoked strong expressions of dissent in the reading, and were denounced as rank heresy by all the subsequent speakers.

THANKS mainly to the unflagging perseverance of Canon Bell, the Federation of Secondary Teachers is now fairly launched. The Council has held its first meeting, and passed certain resolutions, which have been communicated to the Board of Education and will, we take it, in due time be made public. Meanwhile, the scheme for holding annually a general educational conference hangs fire. At the last meeting of representatives of associations interested, held on September 27, it was agreed that it was too late to attempt anything for 1907. A list of questions was drawn up by the provisional committee to be submitted to the councils of associations which had given a provisional adherence to the scheme, asking for definite support and an undertaking to contribute to the expenses. We have already given our reasons for welcoming the scheme, and, now that secondary teachers are leagued together, it seems to us all the more desirable that all grades of teachers should find some common meeting ground.

THE Senior Wrangler is extinct as the dodo. At a Congregation held on October 25 it was resolved by 205 *placets* to 177 *non-placets* that the list of successful

**The Defunct
Senior Wrangler.**

candidates in Part I. shall be arranged in three classes, the names in each class to be arranged alphabetically. Cambridge will survive in spite of Lord Kelvin's vaticinations, and the study of mathematics will be pursued as vigorously, and more effectively, than in the past. The incidents of the campaign and the technical points at issue are sufficiently handled by our Cambridge correspondent. We need only add two general observations. The question was determined by the resident vote, not, as the Greek question and the women's degrees question, by the heterogeneous medley of country parsons and London lawyers who happen to have kept their names on the books. The constitution of the Senate cries for reform. Secondly, a system of examination which pits man against man and gauges merit by a mechanical addition of marks is injurious to the higher intellectual culture, and can only be justified when places or prizes have to be awarded by competition. A Tripos is not a sweepstake, and the old Mathematical Tripos was tainted with a suspicion of Newmarket.

THE London County Council has decided to ask the Government to raise its membership from 137 to 200. The proposed increase is to be effected by the sub-division

**An Enlarged
L.C.C.**

of the larger areas on the basis of population. At the same time the Council ask that provision should be made for rendering women eligible to serve on the Council, if it be found practicable. The last phrase should be noted, for it suggests what was maintained by some of the participants in the debate—that ladies had been introduced into the matter for show or for the sake of their votes next March. The very words seem to hold out the likelihood that it will not be found practicable to give to women the right to sit on the Council. That the numbers of the Councillors should be increased we have often maintained in these columns. The business has increased, and will still further increase. In the past year 1,700 Committee meetings have been held, including 333 meetings of the Education Committee and its sub-committees. And we would sooner see an increase in the general membership, if that will conduce to the better expedition of business, than a special addition of members elected to deal with education alone. As to the admission of women we have no doubts at all. They fully proved their worth as members of the late School Board, and their continued exclusion is a reactionary measure out of sympathy with the general feeling of the time.

INCREASED organization inevitably means the multiplication of officials. It is more convenient for an Education Committee or for their permanent staff to deal

**The L.C.C.
and the Board of
Education.**

with one person as responsible for the management of a school. Accordingly, the London Education Committee propose to put one head teacher in charge of each of the new mixed schools which are to be established. These schools are to have three departments: each department is to have its chief assistant, but all are to be controlled by a head teacher. The name "head teacher" does not of course apply fitly to the post: the duties will consist partly of inspecting, and chiefly, no doubt, of filling up returns for the digestion of the central office. The real work will be done and the real responsibility will be incurred by the three principal teachers. The post of head

teacher would seem to be an unnecessary creation of an official to stand between the real heads and the managers. The Board of Education have replied to the Committee's proposals by a carefully argued memorandum, showing that no teacher can be rightly considered responsible for the education of upwards of a thousand children, and urging that the chief assistant should be in fact as well as in name the responsible head of his department. The Committee are at present obdurate, and appeal to the Board to reconsider their decision. On this point we are with the Board. We do not believe in the establishment of mighty emporiums in education. Either unnecessary posts are created or else responsible work is done at unreasonable prices.

AT the Conference of the National Union of Women Workers held in Aberdeen, Mrs. Ogilvie Gordon propounded a scheme for an International Education Bureau.

**An International
Bureau
of Education.**

She would have in each country a number of local bureaux working in connexion with a central or headquarters bureau. The work of the centre would be to collect and disseminate up-to-date information, while the local bureaux would further give advice to members. Mrs. Gordon undertook to present a detailed scheme in a printed form, and without having the details it would be rash to pronounce judgment on its feasibility. No one will dispute the need of such an agency; but we agree with Miss Mair, of Edinburgh, that it cannot hope to be self-supporting.

AN article in the *Hibbert Journal*, by the editor, on "The Church and the World," deals incidentally with the education controversy. Half the arguments employed by Churchmen rest on the assumption,

**The Church
and the World.**

expressed or implied, that there exists an institution possessed of inherent powers to determine the religious beliefs of society. This is shown to be a vain imagining. The beliefs of society are determined by the whole spiritual movement in which the world is equally involved with the Church. "If authority were given to any group to teach what they would in the schools, it does not follow that the opinions so taught would form, or even greatly influence, the creed of the next generation. Were we able for instance to teach every child in the kingdom to believe in the literal truth of Noah's ark, the almost certain consequence would be that twenty years hence those same children, grown to be men and women, would not only have rejected Noah's ark, but lost not a little of their respect for the institution which guaranteed it." The moral that the writer draws is that the image of "the ravening wolf," the proselytizer, is an idle bugbear. Here we cannot agree. Wolves will never exterminate sheep, but they may work considerable havoc among the flock.

MR. G. G. COULTON (*Contemporary Review*, October) pulverizes the paradox of Abbot Gasquet and the *Catholic Times*, that in pre-Reformation England

**A Past
that never was
Present.**

education was all that heart could desire, that the Catholic Church taught religion and taught the Bible to clerics and to laymen. We will quote one sample from a record of an examination of a curate in the diocese of Salisbury *anno* 1222. "The curate of Sonning, who had been four years in priest's orders, was asked to construe the first words of the canon of the Mass—'Te igitur, clementissime Pater,' &c. The report is: 'He knew not the case of the word *te* nor by what it was governed; and,

having been bidden to look closely what part of the sentence could most properly govern *te*, he replied: "*Pater*; for He governeth all things." Moreover, he said that it seemed to him indecent to be examined by the Dean, since he was already ordained." A single sample like this can prove nothing; it is but one link in a chain of cumulative evidence for which we must refer our readers to Mr. Coulton's learned and interesting article.

MR. HENRY NEVINSON, the well known war correspondent, has been reporting for the *Westminster Gazette* on the educational campaign at home. For this purpose he has visited typical London schools of all kinds, provided and non-provided, and listened to the Bible lessons. So far from endorsing the Bishops' charge of agnosticism or infidelity, his complaint is that the teachers, for fear of giving offence, adhere too strictly to the orthodoxy of a past generation. The cosmogony and the morality of the Old Testament are taught without correction or comment. Yet, in spite of these drawbacks, he would retain Bible teaching, for the reason given him by one head mistress:

Without the Scripture I should not be able to teach any principles of morality at all. Whenever I introduce them into any other lessons—if I show it is wrong to drink, or fight, or lie—the parents always think that I am setting their children against them, and hinting at the vices of the homes. But in the Scripture lesson it is taken as a matter of course.

This has always seemed to us the true ground to take. Bible teaching must be retained in our schools as the common basis of morality.

THE REV. HERBERT THURSTON, S.J., in an article on "American Spelling" (*Nineteenth Century*, October), shows that the special characteristics ("honor," "traveler," &c.) are comparatively recent, and date from Noah Webster's "Dictionary and Spelling Book"—about the end of the eighteenth century: further, that they were deliberately designed by Webster to create an independent language. The rest of the article is taken up with a demonstration of the differences of pronunciation between Englishmen and Americans. This may be, as Mr. Thurston argues, sufficient ground for refusing to follow the American lead in spelling reform, but it does not go far to prove that we should have no reforms at all. If there were a reasonable prospect of establishing a uniform system of phonetic orthography in ten years on both sides of the Atlantic, Mr. Thurston would be an ardent reformer, but not otherwise. We hold, on the other hand, that, as we have reformed our spelling since Johnson's day, so we should continue, and, if phoneticians can quicken the pace, so much the better. Mr. Thurston considers uniformity the *summum bonum*; we, as protestants, plead for toleration—the *tolerances* of the French Minister of Education. There is now the same struggle for existence between "honour" and "honor," "programme" and "program," that there was in the last century between "publick" and "public," "aera" and "era." No one was or is the worse for it, and the fittest form survives.

MR. SIDNEY WEBB in two alarmist articles with a somewhat sensational title, "Physical Degeneracy or Race Suicide," has investigated the causes of the steady decline of the birth-rate in Great Britain from about the year 1875 onwards. This is not the place to discuss his statistics,

and his inferences from them, some of which appear to us to rest on far too narrow a basis. We are only concerned with his conclusion—that it behoves the State to encourage fecundity by adopting and providing for all children born of paupers. Food and, presumably, clothing are to be supplied gratis to all children whose parents demand it, and scholarships to boot for those who would pass beyond the primary stage. Surely the remedy is worse than the disease, if it be a disease. The effect will be to encourage the submerged tenth, the reckless, improvident, and incapable to "breed like rabbits," and, by the increased tax on income, to discourage still further the better class—those with brains and character—from undertaking family responsibilities. We require more cogent arguments before we accept the new decalogue which would substitute "Increase and multiply" for "Honour thy father and thy mother," adopt the communism of Plato's Republic, and add a "*Jus trium liberorum*" to our Statute Book.

MR. R. E. MACNAUGHTEN, of the McGill University, formerly assistant master at Harrow, pleads in the *Nineteenth Century* for the proper teaching of geography in our public schools. He asks for a modest two hours a week: one to be given to a lantern lecture, the other to drawing a memory map and filling in an outline map of the country lectured on. "The magic lantern supplies that one touch of nature which makes the whole world kin." We fear that, were the scheme adopted, this would be found true in Shakespeare's sense of the words, not in Mr. Macnaughten's. Seriously, an occasional lecture by a traveller or an expert is most stimulating, but it is ridiculous to suppose that geography can be taught by multiplying such lectures. "To be able to accurately delineate the immediate neighbourhood in which one lives is a habit which is easily acquired." We should hardly call mensuration or cartography a habit; but the habit or act or accomplishment—call it what you will—cannot be acquired by hearing lectures or seeing slides.

WE had no intention of intermeddling in the war which is raging between the *Times* and the publishers, but a letter from "Headmaster R. 7423" shows how closely not only authors of school books, but schools and scholars, are concerned. "Headmaster" states that he controls the selection of books in a secondary school of several hundred boys, and that he intends to boycott the books published by Messrs. Macmillan and other publishers who are on the *Times* black list. A more monstrous abuse of arbitrary power it is difficult to conceive, and it is a clear case for interference on the part of the governing body. School books, as a fact, are outside the quarrel, which affects net books only. But the question arises: Why should school books form an exceptional class, and continue to be published on the old terms, which permit the bookseller to give a discount of 25 per cent. to the purchaser? The publishers tell us that, as school books are taken in bulk they must in this case maintain the system which enables them to offer special terms to their larger customers. The whole arrangement seems to us unsatisfactory. Into whose pocket does the extra 5 or 10 or 20 per cent. go? Whether it be the head master or the house master or the general school fund that benefits, the scholar certainly gets his books no cheaper. He is charged in his school bills sometimes at the published price, sometimes with a discount of 10, and never of more than 25, per cent. Books in general, and school books in particular, are infinitely

cheaper than they were a generation ago, and it is paradoxical of the *Times* to maintain the contrary; but, to adapt the epigram of the Society of Authors, head masters may buy their cheap books from the publishers at a price too dear. These commissions and extra discounts come eventually out of the authors' pockets.

Why Girls are Unhappy. WE learn from Mrs. Creighton that girls are unhappy because they have no definite work to do; but that as soon as they take up some distinct work they become happy. Girls who rush about with hockey sticks or bundles of golf clubs are not really happy, but are restlessly searching for a peace which they do not find. It is, of course, quite true that happiness is best found in the full employment of the faculties. At the same time we must discriminate. The man in the street who watches the girl with the golf clubs is apt to think she is happier than the girls who trudge home wearied after eight or ten hours' work in a crowded and airless office or shop. And he would probably be right. Mrs. Creighton is perhaps thinking only of "young ladies of leisure." For such we agree that happiness will best be found in some definite work, paid or unpaid. But Mrs. Creighton rightly added a caution: if the work is of a nature that carries payment, it should not be undertaken at a lower salary than that at which others could afford to do it. One piece of advice that Mrs. Creighton gave to her audience is excellent and needs constant insistence. "It is the duty of a parent not to make the child into what he desires it should be, but to assist the child to develop its natural faculties." This is a matter of the greatest difficulty. Parents naturally desire a replica of themselves. Most childish sins and childhood worries come from this parental desire. When we are all imbued with a wish to produce a superman we shall perhaps be able to let our children develop naturally on their own lines.

One Education for the Rich and another for the Poor. THERE is one education for the rich and another for the poor, says Mr. H. W. Nevins in the *Westminster Gazette*. Yet we boast that there is one law for rich and poor alike. Whether the boast be founded on fact or not may be a subject of argument, but in education we make no pretence at equality. Hence it is that "we remain one of the least democratic people in the world, and it is hardest in England for the upper and lower classes to enjoy each other's society on equal terms." To the objector who would not have the lower classes educated out of their stations Mr. Nevins replies: "It is better to be educated above your station than below your mind." The indictment against the popular view of education is well deserved, and it is well that the matter should be forcibly expressed from time to time. There are two encouraging points that are not mentioned in the article from which we are quoting. In the first place, enormous strides have been made in recent years in the direction of giving wider opportunities to the child of poor parents, and secondly from a purely intellectual standpoint the education in the low-fee schools may be, and often is, just as good, or even better, than that given in the most costly. The former fail in the facilities for social intercourse. It remains unfortunately true that in most cases an almost impassable social barrier exists between those who have been educated in an expensive school and those who have only been through the "people's schools." We refuse to be discouraged, because we are advancing along the right lines, and change must be gradual. Education rightly understood is a commodity that no one can have too much of.

University Members. THE Plural Voting Bill in the Committee stage resolved itself into an animated debate on the preservation of University constituencies. It is idle to deny, as Mr. Harcourt attempted to do, that the Bill threatens the disfranchisement of the Universities. If for the sole reason that a contested election is there the rare exception, all voters with a dual qualification will elect to vote elsewhere, and, as Mr. Butcher argued, a contemptible little body of some 300 or 400 electors will certainly be snuffed out. The Opposition had no difficulty in showing that the Universities had returned many distinguished men and that some of them would not have found a seat elsewhere. On the other hand, they have rejected statesmen of the first rank and have returned a greater number of nonentities. We would gladly see members assigned to the Royal Society, the Colleges of Surgeons and Physicians, and other learned bodies, but the democracy will not tolerate fancy franchises. One telling point was made by the Chancellor of the Exchequer. A vote at Oxford and Cambridge is an affair of £ s. d., and Mr. Asquith himself is disfranchised because he was not prepared to pay the £25 fee for an M.A.

Moral Training. EVERY one is more or less convinced that the development of character is of greater importance than the acquisition of knowledge; and there is a growing feeling of uneasiness abroad that the school is not sufficiently utilized as an instrument of moral training, and for the building up of the character of the future citizen. Much has been written and spoken of late years to emphasize this need, and several memorials have been signed by leading public men. The suggestions that have been made are varied, but they all agree in desiring to make the period of school life more fruitful in regard to the formation of character. Prof. Michael Sadler now comes forward with a proposal to make an endeavour to focus this scattered experience and effort and to conduct a scientific inquiry by trained investigators. Committees are to be formed in the United Kingdom, the United States of America, France, Germany, Denmark, Japan, and elsewhere. An international committee will direct the investigations, and it is hoped that reports may be published in the autumn of 1907. Quite soberly we may expect very useful results from this inquiry. The reports should form a valuable body of literature of reference, showing what has been attempted and accomplished in different countries. With Prof. Sadler as the moving spirit the work is bound to be a success. No man unites wider knowledge and experience with greater enthusiasm and judgment.

THE NATIONAL SCHOLARSHIP PROVISION UNDER THE EDUCATION ACT, 1902.

By A. H. SPENCER.

MORE than a year ago Dr. Macnamara, M.P., called for a Parliamentary Return of what may be termed the lower grade of the National Scholarship Provision available under the Education Act, 1902. This Return has now been issued, but it must be said at once that it does not supply that general information which it is one of the functions of the Board of Education to provide upon this as upon other important sections of our educational system. Nor does the Return even focus or summarize in any form the details set forth within the compass of its own pages. It is true that the full details of the facilities afforded by each Local Education Authority are given; but it requires many hours of application,

calculation, and examination before the general bearing and full import of the material can be discovered. It is the purpose of the present article to make good some of the obvious defects of the Return in this direction.

In passing, it may be remarked that the same criticism applies, though in a less degree, to the Return dealing with scholarships in English administrative counties only (excluding London), prepared jointly by the County Councils' Association and the National Association for the Promotion of Technical and Secondary Education, and published in *The Record of Technical and Secondary Education*, October to December, 1905. Reference is made later to certain points in this return.

The Character and Scope of the Return.

The Order of Reference is set out as "showing the provision made by Local Education Authorities for enabling scholars of public elementary schools to proceed to secondary schools or to pupil-teacher centres and preparatory classes connected therewith by means of exhibitions, scholarships, bursaries, payment of tuition fees, payment of travelling expenses, maintenance grants, &c." The "provision" is divided into two tables: (1) aid to ordinary scholars of elementary schools; (2) aid to actual or pledged pupil-teachers.

The Reference is surely sufficiently wide to cover all forms of aid. The plan of dividing the "provision" into (1) and (2) is excellent. Beyond that there is little to commend. It seems that the compilers of this Return have fallen into the error of trying to differentiate between scholarships and bursaries; e.g., by allocating the total of fees and cost of books to the former, and to the latter if any sum exceeds that total (i.e., includes grants towards travelling expenses or maintenance). The details of the Return show that this classification cannot be consistently followed throughout, in view of the varying nature of the scholarship schemes of Local Education Authorities. It is, therefore, essentially misleading, and should not have been attempted. On the other hand, the compilers of *The Record's* Return have, sensibly enough, not attempted the classification, but "determined to exclude altogether the terms 'exhibition' and 'bursary,' and to fix definite headings under which every class of scholarship should be included, whatever its name in a particular county."

The plan of dividing the aid given to actual or pledged pupil-teachers from that to ordinary scholars is, as has been said, excellent, but it has not been carried out in such a way as to show what preparation for the training of teachers in the early stages has been effected by the County Councils since the abolition of the School Boards and the repeal of the Technical Instruction Acts by the Education Act, 1902.

The Return is, of course, rightly restricted to schemes in actual operation, and it is also designed to show to what extent the *passage* of scholars is promoted from one type of school to another: continuation scholarships are, therefore, omitted. Details as to the numbers, age limits, conditions of award, places and years tenable, and value during each year are given in the usual form. The omissions of the Return are many. There is no intimation that the provision made is an annual one. The financial year to which it applies is not stated; but, presumably, it is 1905-6. Again, apart from the value of individual scholarships, the financial side of the question is left untouched. No information is forthcoming as to the provision of funds allocated to the maintenance of scholarship schemes, especially as regards appropriations from local sources—a point of vital interest to the ratepayer, and one which the mover of the Return would certainly have included in view of his pronouncement at the Conference of the National Union of Teachers in 1904. Lastly, while there are alphabetical lists of Local Authorities who are acting or not, yet no attempt is made to tabulate the numbers or even to classify the Authorities in bulk. All these are defects which the Board of Education might well lay to heart and rectify in the future. Meanwhile, the results of an attempt to dissect and tabulate figures compiled from the Return is given below, the invidious distinction between "scholarships" and "bursaries" being dropped throughout.

The Extent of the Activity of Local Education Authorities.

At first sight the proportion of Local Education Authorities who are active as regards the provision of scholarships is disappointing; for, if the figures are considered in bulk, it appears

that of 1,196 Local Education Authorities in England and Wales only 192, or 16 per cent, directly provide scholarships, while over 1,000 stand aloof in the matter. But closer inspection, fortunately, reveals a better state of affairs; for, on the one hand, only 14 out of a total of 133 of the premier Authorities—the counties and county boroughs—do *not* offer scholarships. On the other hand, of the minor Authorities—boroughs and urban districts—only 73 out of 1,063 expend funds upon scholarships. As regards this apparently large disproportion, a word of qualification should be given. It is this: that the needs of, or the demands from, the scholars in the elementary schools in the great majority of the urban districts, and in a less degree in the boroughs, are supplied or met by the county scholarship schemes in operation.

The following tabular summary shows at a glance the action taken in this matter by each type of Local Education Authority (with percentages), i.e., providing or not providing scholarships:—

	(1) Providing Scholarships.	(2) Not providing Scholarships.	Total.	Percentages.
				(1) (2)
A. Counties	53	9	62	85 15
B. County Boroughs	66	5	71	93 7
C. Boroughs	42	212	254	17 83
D. Urban Districts	31	778	809	4 96
	192	1,004	1,196	16 84

Numbers of Scholarships awarded or Scholars aided.

In passing from the numbers of Local Education Authorities providing scholarships to the number of scholarships provided or scholars aided, attention may be drawn to some very interesting figures.

The total number of scholarships now annually provided by Local Education Authorities throughout England and Wales to facilitate the passage of pupils from elementary to secondary schools and pupil-teacher centres and classes is at least 23,450, more than half of this number being allocated to ordinary scholars and the remainder to actual or pledged pupil-teachers. The proportion of each of the two classes of scholarships definitely assigned to boys and to girls respectively and to both sexes jointly is shown in the following summary of percentages:—

	Boys.	Girls.	Both Sexes.
(1) To Non-Pupil-Teachers	43	38	19 per cent.
(2) To Actual or Pledged Pupil-Teachers	17	47	36 " "

A clear indication is here given of the great difference that exists in the extent of the assistance offered to boys and girls who are ordinary candidates for entrance to secondary schools and those who are actually pupil-teachers or who will become such. There is evidently considerable leeway to make up in the direction of encouraging the training of male pupil-teachers. The higher percentage of scholarships awarded to "(2) Both sexes of pupil-teachers" would not allow sufficient scope for the proportion available for boys to become equal to that for girls, as much the larger proportion of scholarships thus offered is probably taken up by females.

The following table summarizes and classifies the position throughout the country as a whole as regards the numbers of scholarships available in one year:—

	Numbers of Scholarships available for					
	(1) Non-Pupil-Teachers.			(2) Actual or Pledged Pupil-Teachers.		
	Boys.	Girls.	Both Sexes.	Boys.	Girls.	Both Sexes.
A. Counties	2579	2695	1018	752	1975	3280
B. County Boroughs	2332	1799	1221	1013	2802	695
C. Boroughs	260	237	60	78	259	36
D. Urban Districts	145	68	34	24	88	—
	5316	4799	2333	1867	5124	4011

From this table it will be seen that, while, as regards the counties at all events, the numbers of scholarships awarded to boys and girls as ordinary scholars under (1) are practically equal, and in the county boroughs the numbers of boys predominate, the moment the professional question enters in there is an overwhelming majority all along the line in favour of girls.

The question will naturally be asked: "What development has occurred during recent years in this section of the local scholarship provision?" In view of the other financial claims

of Local Education Authorities there has been marked progress. Since the publication of the Scholarship Return (relating to the year 1899-1900) of the National Association in *The Record of Technical and Secondary Education* in January, 1901, *i.e.*, within the space of six years, the number and value of ordinary scholarships tenable at secondary schools only, as well as the number of Local Education Authorities providing them, have been more than doubled, as the following comparative statement indicates:—

	County and County Borough Councils providing Scholarships.	Number of Scholarships provided.	Total Value of Scholarships.
1899-1900	56	5593	£77,000
1905-6	119	11644	£120,000 to £150,000 (estimated)

It should also be particularly noted that the eleven thousand odd scholarships provided for pupil-teachers represent an almost entirely fresh development in County Council work, inaugurated since the passing of the Education Act, 1902.

Age Limits.

In fixing suitable conditions for the award of scholarships, many difficulties arise. There are numerous questions which need very judicious treatment if a scholarship system in its component parts is to work well. For its practical success a great deal depends upon the decisions made in respect of the regulations governing the lower strata of the scholarship provision. Of these conditions, age must necessarily be a prominent factor. Local Education Authorities naturally and rightly try to strike that age when the scholar is emerging from his "elementary" stage, or, in other words, is ready to be drafted into the secondary school. The difficulty is to pick out the right candidate at the right moment, and then transfer him. Some variation in the age when this should be done must necessarily be allowed—primarily, because of the varying capabilities, bias, temperaments and destinies of the scholars, and, further, because of the distinctive character of the curricula of schools. The conditions fixed by Local Authorities show that these elements have been taken into consideration.

A careful classification of the age limits, given in the Return, imposed when scholarships are awarded, gives the following result. More than four-fifths, or 82 per cent., of the ordinary scholarships for candidates other than pupil-teachers are awarded to those between the ages of eleven and thirteen years, while only the remaining one-fifth, or 18 per cent., fall to those from fourteen to sixteen years of age. On the other hand, the practice changes considerably in regard to actual and pledged pupil-teachers. For, while only one-fourth, or 25 per cent., of the scholarships awarded go to those from eleven to fourteen years of age, three-fourths, or 75 per cent., fall to the older candidates in training for the teaching profession.

The Residential Qualification.

This is one of the most important conditions attaching to scholarship awards, for it may either make or mar the whole of a scholarship scheme. It was a statutory condition under the lately-repealed Technical Instruction Acts, and up to the present Local Education Authorities have seemed inclined to adhere to it, and to do so in accordance with pre-existing regulations. That is to say, they have shown no desire to shorten the length of the period of the residential qualification as one of the preliminary bases of award. It is clear that there must be a condition of the kind; for it would be unfair to offer scholarships indiscriminately to all comers within a given administrative area. The question is how far the condition is to go.

The view of the County Councils' Association evidently is that the condition should be brought within well defined limits—far more so than prevails in present practice. The recent decision of their Education Committee is that every regulation which requires a period of residence longer than six months is undesirable, and for this reason—that the object should be, on the one hand, to require a period long enough to ensure that a parent or guardian is a *bona fide* resident in the particular area, and, on the other hand, it should not be so long as to cause hardship to those classes whose occupations necessitate frequent changes of residence, often outside their own control.

This view seems reasonable enough; but, even so, if given effect, it will necessitate considerable modifications in the regulations at present in force. For, from the Return under

consideration, it is found that at the very least forty-five Local Education Authorities impose upon their scholarship candidates a longer period of local residence than six months. In fact, it appears that, of these Authorities, at least eighteen make the minimum period of residence one year, twenty-one Authorities two years, and six Authorities as much as three years. In these figures are included five, five, and four minor Authorities respectively. So that it will be admitted that, in all reasonableness, there is room for the early operation of the County Councils Association's recommendation.

Length of Tenure.

When the scholarship is awarded a great difficulty is to retain the scholar to the completion of the course of training, for the same reason, *i.e.*, that of constant removal from one district to another. The following tabular summary shows (approximately) at a glance the length of tenure attached at the time of award to the scholarships under consideration. Taking these scholarships as a whole, it may be said that two-thirds are awarded in the first instance for two to three years, and the remaining one-third for longer and shorter periods; in exceptional cases some scholarships are awarded for a tenure of five years.

LENGTH OF TENURE.

	1 Year.	2 Years.	3 Years.	4 Years.
To Non-Pupil-Teachers...	$\frac{1}{2}$ (or 17%)	$\frac{1}{3}$ (or 37%)	$\frac{1}{3}$ (or 33%)	$\frac{1}{6}$ (or 13%)
To Actual or Pledged Pupil-Teachers	$\frac{1}{4}$ (or 26%)	$\frac{1}{2}$ (or 55%)	$\frac{1}{6}$ (or 10%)	$\frac{1}{12}$ (or 9%)

Generally speaking, scholarships are forfeited upon removal from the area of the awarding Authority. This practice is doubtless a survival of the statutory condition of the Technical Instruction Acts that scholars must be ordinarily resident; but, by the Act of 1902, Local Education Authorities are freed from any such restriction. In view of this freedom, and of the existing difficulty of retaining scholars, it seems only reasonable to urge that the continuation of the residential condition might be entirely abrogated after the award of the scholarship, and the scholarship allowed to run to the end of its normal term, providing the other conditions are fulfilled.

These and other difficulties might be easily adjusted by some sensible scheme of co-operation between Local Education Authorities in different areas in the formation of, and subsequent procedure under, their scholarship regulations.

THE AGE OF ENTRY AND THE INCREASED GRANT.

ELEMENTARY schools have a definite age at which their pupils may be admitted and may leave; preparatory schools take care of boys between the ages of nine and fourteen; public schools look after the remaining four or five years of the school life of boys entrusted to them. All these schools have fairly distinct and well recognized spheres of work; none trenches on another's ground: elementary, preparatory, and public school courses are so many different and separate steps up. Whether the staircases are as well planned as they might be is outside our present investigation. The schools that vary most in the age at which pupils are admitted to them are the newer day schools, used by the sons of the middle classes—and others. These schools under public bodies and drawing their funds from public money are springing up in many towns; they will kill most of the private schools of the less expensive type and yet will not fill their places, unless they cater for boys from the age of nine or ten onwards.

Some private schools, even though inefficient, will survive; for many of us are wonderfully snobbish. Not a few prefer sending their sons to a "select academy" where morals, teaching, and drainage are deplorable to letting them go to a county borough grammar school that provides an excellent education, because the latter admits tradesmen's sons, which the former school excludes.

Certain Authorities recognize the fact that secondary education must rest on a sound basis, and plan preparatory departments to their new schools, as at Sheffield. Too many do not

grasp the fact that primary and bad "private" education will not fit into a secondary course unless boys trained in the elementary and other schools are transferred quite young to the higher school.

Education Authorities and their Officials.

It is a pity that school committees and their advisers should be, on the whole, more accustomed to branches of education that are primary or technical rather than secondary. Their productions in the way of higher schools are likely to be spoilt by tendencies fostered in them by connexion with elementary systems. Our way, as a nation, is to appoint amateurs to manage a difficult business and to let this ill-equipped body choose as their expert a man imperfectly acquainted with the details of the work on which he is to be consulted. A public office, too, is apt to become fussy and to neglect the broader view. The general complaint of teachers in London now is that they are suffering from officialdom. Have we not all had an opportunity to laugh at some pettiness of an Education Office? Perhaps, as managers, we have experienced a difficulty in extracting cheques to pay the wages of a cleaner of some village school, because it was not possible to retain the services of the same cleaner for long. With each change of name came a long delay in making the Office understand what was happening. At length, when the cleaners' pay fell months in arrears, a resolution was passed that in future every cleaner was to be called Mary Jones. Now the Office sends a cheque to pay a series of cleaners, all unknown to it; for the generic name quite satisfies the bureaucrats.

With a blindness to be expected from such officials, some education administrators seek to build up a secondary education on a primary basis by enforcing a late age for entry and by granting scholarships to boys aged almost fourteen. This is pleasing to Elementary Education Authorities and simplifies administration—a cardinal virtue in the eyes of many "directors."

Education officials have, too often, a knack of attempting to make themselves indispensable and grasping at power. A minor provincial body was once rather troubled by the too frequent visits of a clerk to the higher Authority. Stress of work induced the clerk to apply for a subordinate, in which request the minor body supported him, hoping that the lot of attending their not very important meetings would no longer fall on the chief clerk. Now they are sorry to find that both clerk and subordinate come together to their little gatherings, and wonder where the need for the extra assistance was when the lion and the jackal can be spared to hunt in company. Truly the ways of directors of education are sometimes as devious as those of Inspectors. Regardless of those who do not frequent elementary schools and yet have to go to the local secondary school, because the establishment of it has killed all private institutions, Authorities fix the age of entry sometimes as late as eleven or twelve.

Injustice to Rate-payers.

This decision is unfair to a large class of parents who may have good reasons to dislike elementary schools and who, as rate-payers, have a claim to be allowed to benefit by rate-aided schools, but who are left in the lurch. Schools thus constituted have to admit at the age of eleven or twelve boys very ill taught, who might have done well if they had been placed in the preparatory department of a secondary school at the age of nine or ten. Further, when these boys have at last settled down and been at work for two or three years they find the syllabus upset and the working of the school hampered by the influx of scholars from elementary schools who are not properly equipped for a secondary school course, entering, as many do, from "Ex-VII."

What are the reasons for thus excluding young boys belonging to parents of the better class who wish for a good education for their sons at a secondary school from the age of eight or nine? They seem to be due to (1) a dread of expense and (2) a desire to level class distinctions.

(1) The argument is that, as the "Board" only begins grants at twelve, it is impossible to provide education for boys for several years before that age; and that, as primary schools exist, no further provision is needed. This opens the question of fees. If the charge, when it is increased by the grant and the subsidy, is only sufficient to cover the cost, it is clear that a larger fee must be charged for boys who are too young to earn any con-

tribution from the Board. Many parents would willingly pay a fee large enough to make up the difference if their sons were admitted young to the schools under discussion. The obvious remark occurs: Are not the fees calculated on too low a scale throughout? It seems hardly fair that £3 or £4 a head should be spent on primary education, while in secondary schools charging £6 or £7 a year some £9 should be presented to each pupil out of public funds. Help may be given to deserving boys by means of scholarships, but the parents of other children should not be allowed to profit so largely as they do by fees that cannot nearly cover the cost of the education given. Any means that would abolish the greater deficit on boys who are too young to receive a grant under existing conditions, but who ought to be trained by a secondary school so that they could benefit by their stay in it from nine onwards, would be a godsend to many parents.

Here is an opportunity for the Board to help both secondary education and the middle classes, the long-suffering backbone of the nation. Let the increased grant which has been promised be made to cover the years ten and eleven, with the proviso that rate-aided schools under the Board must have a preparatory department where space admits, as all will have to do in the future.

(2) Another aspect of the question is put forward by the apologists for primary schools. All boys, they say, should be educated at one class of school: they must begin in elementary and continue in secondary. This does not obtain in countries where education is best understood, nor can it succeed in England. Further, no one but a dreamer would suggest that an education intended to carry on boys till the age of thirteen could be a suitable early training for pupils whose education will be completed at a University.

Primary Education no help to Secondary Schools.

If all boys were taught at primary till they could be admitted to secondary schools at the age of thirteen or fourteen, the results would be disastrous to higher education. It is by no means certain that we are on the right track with regard to elementary education in any case; most certainly it is no foundation for an education which differs from it in breadth and in intensity.

So far as systems go, the most logical one is that of France. There State secondary schools admit boys in some cases at four or five, in others at six or seven. These State schools, then, teach boys continuously till the age of eighteen or nineteen on a definite higher system, and the fee works out at an average of £3. 5s. a year. The Germans also admit boys to secondary schools at the age of five. Most countries recognize the need for a preparatory department for such schools. If America and Switzerland are quoted against the argument, it would be easy to show what special circumstances prevail in their case that differentiate their systems from ours. Any attempt to abolish class distinctions in schools is bound to fail. In Switzerland none who can help it go to primary schools; and in America education is still rather a doubtful quantity. The number of flourishing private schools there points to the dissatisfaction felt with regard to State schools.

The lack of secondary educational advantages in many places for the younger boys of our race who cannot afford preparatory boarding schools with high fees is handicapping a large class whom the nation cannot suffer to go imperfectly prepared for the careers they choose.

Let the Board come to the rescue!

We have received a circular inviting us as teachers to take shares in a certain Correspondence College, Limited. It is announced that in allotting shares preference will be given to clergy and teachers, and reasons are assigned: "The very fact that teachers are shareholders will tend to increase the business and profits of the College, as in their official capacity they will be in a position to introduce students, and, as investors, will naturally prefer to advance the prosperity of a concern in which they have a financial interest." The insult offered to the two professions is so gross that none, we should hope, will swallow the bait; but we should like to know whether the two clerical gentlemen whose names appear among the directors have sanctioned this circular.

TOWN STUDY: A COUNTERBLAST.

WE hear much in these days of Nature study. Let us pause for a moment and consider: What is Nature? Is it the grand whole, or, rather, such a part of it as poor humanity can grasp without strain; or is it the (no doubt) interesting, but often obtrusive or unsavoury, details? Which are the truer Nature lovers—those, among whom I rank myself, who prefer to revel in the expanse of hill and valley without a thought of their geological formation, to enjoy the “green thought in a green shade” beneath some spreading oak or majestic elm, without grubbing among its roots for larvæ; or to watch the river gliding by without the least desire to stir up the mud in the quest of tadpoles or caddis-worms; or are they the enthusiasts who “peep and botanize” in the loveliest glades, who insult the everlasting hills with a fossil-hammer and the fairy glens with a dredging-net and a pickle-jar?

It is a wide question, and I do not propose to discuss it now; but—to come straight to my point without more heroics—is Nature study the only form of observation worth teaching to the inquiring mind of youth? Granted, at once, that it is a good thing in itself; may it not easily be overdone, especially in the case of the town child, to whom so much of it is necessarily outside his daily life?

To take a concrete instance. One sometimes sees a big boy of seven or eight, belated in the kindergarten through a rooted distaste for spelling and the multiplication table, engaged with others of his kind in making awkward evolutions supposed to suggest the flight of birds, the movement of fishes, the growth of plants, or what not, with an air of unutterable boredom and a shamefaced desire to escape observation. Follow the little victims into the playground; see them playing at soldiers, tramcars, railway trains—something they are really interested in; there is no trace of boredom visible now. Go where you will, among children of any class, what are the games that you find them playing of their own initiative? The modern child, left to himself, plays as the world played in its childhood—at courtship and marriage, pursuit and capture, election of a leader by individual choice or by that most ancient form of casting lots, the counting-out rime, and the subsequent trial of strength between opposing factions; at everyday occupations, everyday joys, everyday griefs. Sometimes his play, with its traditional rimes and movements, harks back to ancestral days; sometimes he makes new games for himself by imitating whatever interests him most in the life he sees around him:

A wedding or a festival,
A mourning or a funeral;

a railway journey in a train of chairs, with the sofa for an engine and the waste-paper basket for a funnel; a motor ride with revolving umbrellas for wheels, or a coach ride with four prancing steeds. The only animals that I have ever seen a child voluntarily imitate in his games are the horse and the bear—the latter of the man-eating variety, capable of producing delightful thrills by the realism of his growls, but suggesting a prehistoric legend rather than a common object of the countryside.

What of the older children? In “Mankind in the Making” Mr. Wells draws a picture of the little high-school girl going through the streets of a busy town, in her hand a botany specimen, exotic—at all events to her—which she examines, dissects, classifies, while all the while her eyes are blind and her ears deaf to the wonderful sights and sounds about her. This is not, of course, to be taken as a literal description of fact. Rare indeed in real life must be the high-school girl so devoted to botany as to pursue it in this absorbed manner out of regulation hours, nor is it true that she has no attention to give to the busy world around her. But does it receive the right sort of attention? Why should this field of observation be considered less educational than the other? Froebel taught that the study of geography should begin with knowledge of the native place. Should not the same principle be applied to the cultivation of the observing faculties?

It is well for the child to know how the bird builds its nest and the bee makes its comb. Is it less well for him to watch the steady progress of a great building from the foundations

upwards? The first growth of the oak from the acorn is seen with interest; the interest is in no way diminished when the massive trunk of another and older oak can be watched in the timber yard falling into planks under the strong teeth of the circular saw. The boy or girl who can look up into the winter sky and point out the Great Bear, the Pole Star, and the Lion has learned something; so has the child who, watching the glow of the furnaces reflected overhead, can distinguish the ruddy flicker at one point from the steady bars of light that cleave the sky at another and tell what sort of furnace produces each. This sort of knowledge may be less permanently useful than the other; but it is certainly not less interesting. One must, perhaps, be born and brought up in a manufacturing town to realize fully the element of charm and mystery that the great works, the forest of chimneys, the clouds of smoke, and the leaping flames possess for a child. One would not cultivate smoke-stacks for educational purposes, certainly; but, since they are there—“God made the country and man made the town,” if you will; but God made man too, and man has sought out many inventions.

The wonders of city life are too much of a commonplace to our children. The train goes thundering by overhead on its long embankment and many-arched viaduct—a marvel still to the grandparent who can remember when the harnessing of the giant Steam to a coach was still a new and marvellous thing. Is it not possible to spare a little time from the habits of the hedgehog and the dormouse (who, after all, are seldom seen by the city child) to explain, or at least to draw attention to, how this has come to be? The nursery child will probably take small interest in the tea-kettle part of the story, but will listen eagerly to a more or less accurate exposition of the parts played by guard, engine-driver, fireman, pointsman, signalman—to say nothing of station master, ticket inspector, porter, and carriage cleaner. True, the ordinary child will “play at trains” without teaching; but, if games have any educational value, they may as well be played right. Then the electric cars! To the parent and teacher they are still a comparative novelty, but the small children were born to them. A short time ago I heard of a small boy spending a week (like Kipling’s “Brushwood Boy”) at the delightful place called “Oxford-on-a-visit,” asking curiously what *that* was—meaning a horse omnibus—and complaining of the infrequent appearance of motor-cars. To explain the mechanism of an automobile or the mysteries of overhead traction is beyond most of us; but the infinite wonder of it all—surely we can feel that strongly enough to make the children realize it, too.

To some of them this sort of observation comes more naturally than the other. One ten-year-old of my acquaintance, devoted to gardening, is so almost entirely for the joy of working with tools, wheeling a barrow, and getting dirty without being scolded. There is no evidence of Nature study in his operations beyond a keen desire to know when his radishes and lettuce are fit for the table—and this in spite of the example of a four-year-old sister, whose desire to understand the sprouting of scarlet runners was so strong that, in the true scientific spirit, she dug up not her own beans, but his! His interest in the vegetable kingdom is strictly limited to the pea family and other esculents. On the other hand, his acquaintance with the tramcar family is varied and peculiar. No change in the arrangement of the “through” routes escapes his notice. He knows exactly which lines run single-deckers, double-deckers, or covered cars; he can tell, and show by an accurate drawing, the difference in the three and in what they differ from the cars from a neighbouring town. At the age of seven he could draw a car or a locomotive, feebly, indeed, but with more truth—I had almost said to “Nature”—than most adults. When taken into the country he looks out, not for flowers, trees, rabbits, or squirrels, but for railway lines and signals, bridges and sidings, and the ventilating shafts of a tunnel, when pointed out, lend a charm previously lacking to a wild hillside. The only natural phenomenon in which he has been known to betray an interest is a volcano, and the domestic habits of the volcano are, fortunately, difficult to study at first hand in this happy land of England.

Say that such a child—typical, I am convinced of many—should be taught to take an interest in Nature. The answer is simple: he has been so taught, and he doesn’t. On the other hand, what of the child beloved of the theorist—the child of the butterfly net, the *vasculum*, and the pickle-jar? Should not he or she be led at times to turn from the microscope, the

hortus siccus, and the aquarium, and realize the true inwardness of the stirring times we live in? Is a spider-web more wonderful than the telephone, or the song of a bird than the wireless telegraph?

It is, perhaps, superfluous to state that these criticisms proceed not from a teacher, but from a member of that despised race the parents. It may be that they originate mainly in laziness—who knows?—for in these days “Mother” is required to satisfy the young idea on every topic outside lessons, from the details of the latest railway accident to the construction of a flying-ship and the working of Mr. Maskelyne’s latest mystery. If only she had been taught these things in her youth, instead of botany and physiography—do they teach physiography nowadays?—life would be an easier matter than it is; but, then, to be up-to-date one would need to have been born too late to be the parent of the rising generation. No doubt it is because children are taught so much more intelligently now that they demand so much more of their parents; and the parents are not ungrateful, even if at times they sigh for the old *régime*, when the duty of a mother was comprised in the running of endless tucks, the boiling of jam, and the giving of powders, and that of a father in the administering of pocket-money and of personal chastisement.

ALICE HALL.

HASTE AND SPEED IN SCIENCE TEACHING.

IT is well to ask ourselves, when considering any particular subject in the school curriculum: What is its *ultimate* use to the pupils? With science this is specially necessary; for of all subjects this needs the right introduction to the young beginner. And on the end in view will the manner of the beginning depend. Few subjects besides the elements of science can be so spoilt or have their aim so utterly frustrated by the inability or the indifference to appreciate their real purpose.

What, then, can science do for pupils who take it as part of their course? To impart knowledge during the first two years of a science course in a secondary school should only be a subordinate aim. The acquisition of facts at the early stage is of comparatively little value; for they will probably be forgotten in a few years; but science can give that which does not dwell in the realm of memory. The chief aims which should direct and underlie science teaching may be summarized as follows:—

First, to train a habit of investigation concerning other matters beyond science. This habit would give the mind a tendency to look at things in a scientific spirit, that is, a spirit of inquiry. It would emphasize, and help the carrying out of, the mandate: “Prove all things; hold fast that which is good.”

Second, to teach the sense of law and order in the universe. It gives a shock of surprise to those who have not had a scientific *training* to find that every single occurrence comes in obedience to definite fixed laws; that not a leaf moves from one place to another without a cause for its going from here to there. The surprise should not come when our present-day pupils are older; for not only leaves and chemical reactions, and everything in the so-called “natural” world, but actions and characters, will, with the right teaching, inevitably and naturally be seen to be controlled by law and order.

Third, to arouse and sustain a feeling of *wonder*—of wonder at the mysteries, sublime and minute, of the universe and life. As “Kappa” says: “What, then, is the fundamental task of a liberal education? What should be its constant endeavour? Surely to awaken and keep alert the faculty of wonder in the human soul. To take life as a matter of course, whether painful or pleasurable, that is the true spiritual death.” And, again: “Teach youth to see, to understand, to wonder; then let it judge for itself.”

Fourth, to inculcate habits of observation and accuracy and truth-telling. Science is a hard task-mistress regarding these qualities, and, if the *exact* truth concerning experiments and their results be insisted on, the exact truth concerning other matters will come more readily. It is so easy for pupils to say that what they expected or wished to happen did actually happen: this is a fault which may be checked in almost every detail of science work.

None of the above objects can be attained unless the science work is done slowly and thoroughly, unless every part is clearly understood, and, what is more important, unless each detail and each side issue have been presented in the right way. If there is a certain inelastic syllabus which has to be “got through” each year, irrespective of the class, then the lessons often become the mere mechanical mastery of facts, which in the first stages of science work is rather worse than useless.

If the pupils are going on with chemistry or physics after a two years’ course, then those facts which are necessary can be taught—facts without which they could not proceed. But these could be reiterated so often that it would be impossible that they should be forgotten in a year. The reiteration need not become monotonous. The same thing could, and should, be approached in several different ways, and presented in many different forms. If other sciences follow in later years, then facts illustrating something in those sciences could be taught. In either case, whatever facts are taught, the progress, if they are dealt with in the right way, will be slow. This can best be shown by an example, such as the following:—

The principle of Archimedes is usually finished in two lessons—the writer has known it done in one! With the following method it should take four or five lessons. The children need only have found out beforehand that 1 c.c. of water weighs practically 1 gram.

FIRST LESSON.—(a) Weigh a cube of metal in air and then in water. Note loss of weight, and how much it is. (b) Weigh another cube of same volume but different weight in air and in water. Note loss. Repeat this once, twice, or thrice. (c) Tabulate results, and pupils will note that loss of weight in each case is practically the same. (d) Elicit that amount of loss of weight does not depend on weight of cube; for this is different in each case, whereas loss is same in each case. What does it depend on, then? Some one may suggest volume. How can we prove this?—By weighing other cubes of different volume.

SECOND LESSON.—(a) Have cubes of a different size from the others. If the cubes in the first lesson were 1 c.c. in size, choose larger cubes; if they were larger than 1 c.c., then take 1 c.c. cubes. (b) Repeat experiments of first lesson, with object of proving whether number of grams lost in water depends on volume of object weighed. By the time this is finished some will have noticed as well that number of grams lost is practically same as number of c.c.’s in volume. (c) Test above suggestion by weighing cube intermediate in size. This shows that loss of weight in grams is same as the volume in c.c.’s. But 1 c.c. of water weighs 1 gram. Therefore the loss of weight is equal to the weight of water displaced. (This last step is rather difficult for some pupils to comprehend.)

THIRD LESSON.—To prove the last thing suspected in second lesson. This can be done in a shorter lesson by teacher only, using the small bucket and cylinder specially made for the purpose, which shows that the exact loss of weight in water is equal to the exact weight of water displaced. Then between this lesson and the next the pupils could be required to try to reason out *why* things weigh lighter in water.

FOURTH LESSON.—(a) Why do things weigh lighter in water? After many amusing and interesting suggestions the upward pressure of the water will be suggested, though not in those words. (b) Imagine a c.c. of water congealed in centre of beakerful, and obtain answers to following questions:—What holds it up? If it could possibly be removed, would that make any difference to the pressure of the water below it? If a c.c. of another substance were placed there, would the water exert any pressure? &c. (c) Pupils will see now that by weighing any object in air and water we can obtain the weight of water displaced, thence the volume of water displaced, and thence the volume of object. Thus they will easily see that we can obtain the density or specific gravity of any substance by this method.

In this way the pupils will have been taught to look at the problem before them from all sides, to propound all possible theories, and to accept only what has been proved. By making each step a real step, not a leap in the dark, the pupils will understand, which is more important than remembering. Memory can be aided by reiteration. But, even if they forget every detail, their minds will have obtained what cannot be lost. We cannot usually make our laboratories things of beauty, but they can become joys for ever by giving lasting benefit to the workers therein.

E. M. WHITE.

THE ROYAL COMMISSION ON TRINITY COLLEGE, DUBLIN, AND DUBLIN UNIVERSITY.

THE Commission have published, as an "Appendix to the First Report," the statements and returns procured by them in July and August as a preliminary to the hearing of evidence which has been proceeding in Dublin during the past month. They form a Blue Book of some 150 pages, and give a very clear picture of the problems the Commission have to meet.

The most important portion consists of the returns submitted by the Provost of Trinity College, giving information hitherto almost entirely inaccessible as to the revenues and expenditure of the College, the numbers of the students, &c., together with important statements from the Board, the Junior Fellows, the Professors, and the heads of the various Schools on the changes they would disapprove and the reforms they consider needful. The rest of the book contains statements equally important from the Roman Catholic bishops and laymen, giving the Catholic claims; while the views of other religious denominations—the most pressing of which is the statement of the Protestant Episcopal Church in regard to the Divinity School—are also given. Out of such a mass of evidence only a few important points can be noted.

The Provost's financial returns extend over the five years ending October 31, 1905. In the latter year* the real total income of Trinity College was £76,360. 18s. 5d., and the real total expenditure £70,027. 5s. 8d. The total receipts of the seven Senior Fellows were £9,917. 15s. 8d., and of the twenty-five Junior Fellows £18,909. 15s. 6d. The Provost's net income (1904-5) was £3,539.

It is to be regretted that the total of the expenditure in salaries to professors, lecturers, &c., who are non-fellows is not given, and the totals given of the expenditure on the various Schools—Divinity, Medicine, &c.—do not seem to harmonize with the account of the expenditure on the salaries in those Schools. The total expenditure on the Divinity School in 1905 is given at £2,991. 10s.; on the Law School £825. 7s.; on the Medical School £8,806. 4s. 2d.; and on the Engineering School £1,751. 13s. 5d. On the Library £2,937. 0s. 3d. was spent; on "Commons and Kitchen" £3,010. 7s.

In regard to the sources of the income of Trinity College we find that from the estates and investments £56,436. 11s. 10d. was received, and from students' fees in Arts and in the various Schools and for degrees £16,485. 15s. 8d.

On the erection of buildings the sum of £70,496. 13s. (including nearly £8,000 contributed by graduates to the Graduates' Memorial) was spent from October 31, 1890, to October 31, 1905.

These financial details were not procurable before this publication and were refused by the Government several times in Parliament. They are now given very fully and clearly. It will be generally agreed that a better distribution of the funds would, in many ways, be possible.

In regard to the students, we find that the average numbers entering declined from 304.7 in the years 1860 to 1870 to 259.7 in the years 1890 to 1900—a decline due to social conditions in Ireland. In 1902-3 only 211 entered. Since then the numbers have risen. In 1904-5 they were 320 and in 1905-6 266. The increase is not wholly to be accounted for by the admission of women; for the number of those residing within the walls has risen from 246 in 1901 to 263 in 1905. The number of students residing outside College was in 1905 853; and the total number on the books is this year 1,114, while in 1903 it was only 936. Out of this 1,114 only 99 are Roman Catholics. The number of women who entered from July, 1904, to July, 1906, was 81. From 1904 to 1906 441 B.A. degrees and 280 M.A. degrees were taken by women.

Turning to the "Joint Statements," we have one only which is signed by the Provost and Senior Fellows. It is also, roughly speaking, signed by all the Junior Fellows and Professors—a strong protest against a college for the benefit of Roman Catholics being established under Dublin University. The signatories point out that such a college would be "subject to powerful ecclesiastical influences, internal and external, and therefore would not possess the same intellectual freedom,

either in kind or degree, as prevails in Trinity College"; that the two ideals are wholly incompatible, and would introduce dissensions, a lowering of public confidence in the fairness of elections and examinations, and in the efficiency of the education. They add to this protest the proposals already made by the Board to meet the needs of Roman Catholics.

One only of the Senior Fellows does not sign this statement—Dr. Mahaffy, who was perhaps the first to propose the "two colleges" scheme, and is believed to have lost the Provostship on account of his supposed advocacy of it, nor does Dr. Mahaffy, the ablest of the Senior Fellows, submit any statement of his own in this Blue Book. (It may be noted in passing that a second edition of Dr. Mahaffy's valuable book "An Epoch in Irish History," giving an account of the foundation and early years of Trinity College, has, very opportunely, been published—a work which shows both his erudition and his deep attachment to his University.)

The disapproval of the two colleges scheme is manifest. Not a voice is raised in its favour, and powerful personal statements against it are put in by Mr. Grey, Mr. Gwynn, Dean Bernard, and others.

One of the joint statements gives an elaborate scheme for making the College more acceptable to Roman Catholics. It is signed by twelve Junior Fellows and eight Professors, and is in harmony with the statement in the Blue Book submitted by 473 influential Roman Catholic laymen. Both are repudiated in the statement of the Roman Catholic bishops, who absolutely condemn every form of mixed education. These statements were described in the September number of *The Journal of Education*.

The other statements of any importance deal only with internal reforms in the constitution of the College. It is plain that there is little belief within the walls in the possibility of "nationalizing Trinity College" by means of large concessions to the Catholic claims. If the latter mean doing what the bishops approve, this scepticism is justified; for nothing, except the two colleges scheme would be accepted by the Church, and that scheme Trinity College declines.

No one scheme for internal reforms is put forward by a large majority. The most detailed is signed by only seven Junior Fellows and thirteen Professors. But there is a general agreement on certain constitutional changes. (1) That the Board should be made elective, the members holding office for a term of years and being eligible for re-election. The electors should represent all the Faculties and the whole body of Fellows. (2) The Fellows should be chosen (a) by examination, or (b) preferably on the grounds of original work, skill in teaching, or other credentials. (3) The status of Professors should be improved. Many statements suggest they should be Fellows chosen by method (b). They should have a voice in electing the Board, and form consultative committees to which the Board would delegate the details of their special departments. (4) Both Fellows and Professors to be appointed for a probationary period of three years after which they should hold their posts *ad vitam aut culpam*. (5) The appointment from among the more able moderators of "Readers," i.e., temporary assistant lecturers with light centres as an encouragement to post-graduate work and a training for future Fellowships. (6) Greater encouragement and provision for research. There is no doubt such changes would be eminently desirable and could be readily introduced.

It is impossible to enter into the recommendations for changes in the professional Schools, or the very serious question of the position of the Divinity School. Two points are noticeable by their almost complete absence: the omission of complaints by any class of inadequate payment or monetary injustice; the other, how little is said of detailed reforms in the books, curriculum, &c., or even of such a practical question as the tutorial system. Mr. Culverwell, in his interesting statement, deals most fully with such points. Probably this silence on detailed reforms is due to the belief that, with a reformed constitution, such minor improvement would naturally and certainly follow.

The Irish Association of Women Graduates put in a statement in which the history of the opening of Trinity College to women is narrated, and the present position of the women students is described with approval, while tables are given of the numerous prizes and honours they have already won. Miss White, the Head of Alexandra College, puts in a statement in

* In the year 1905 there was an unusual source of income from the fees paid for *ad eundem* degrees by women from Cambridge and Oxford.

which she criticizes the curriculum and teaching of women Pass students, and recommends that they should be sent to Alexandra College for lectures, and for the benefit of social collegiate life.

The Blue Book, which is admirably arranged, is full of interest to all concerned in University work.

THE TEACHING OF *MORALE* IN FRANCE.

IT is refreshing to turn from the dust and heat of the educational battle in England to see how things are managed in France. At present no religious teaching is given in the State schools of France, primary or secondary. *Morale* is a subject of long standing in both types of schools. The most interesting debate on the subject took place in 1880 when Camille Séc introduced in the Chamber the law under which the girls' *lycées* were established. The Church party opposed the establishment of these schools, but directed its main resistance to the teaching of *morale* in the new schools. The discussion was on broader grounds than the present education struggle in England; for it was not a question of what form of Christian doctrine should be taught in the schools, but rather a question of whether any dogmatic religious truth should be permitted in State schools. The argument of the supporters of the Bill was that "there is one system of moral philosophy only to which ministers of all creeds give their support, but to which no one religion can make exclusive claim," and that this *morale* should be taught in the schools. It is true that the clergy have only themselves to thank for the bitter hostility shown to them during the last two decades of French history. They have too often abused the liberty to give religious instruction which they enjoyed in their *écoles congréganistes*, by an absolute disdain for historic truth. A glance at some of the catechisms in use in these schools (e.g., the "Catéchisme de Persévérance") recalls Ruskin's dictum that "the worst romance is not so corrupting as false history." Still, the event has justified the arguments of the opposition of 1880. "La neutralité religieuse que vous proclamez," said M. Barthélemy Saint-Hilaire, otherwise an ardent supporter of the law, "n'est qu'une chimère, et votre éducation sans Dieu deviendrait par la force des choses une éducation contre Dieu." The "morality untouched by emotion" of the *lycée* of to-day has certainly become an anti-religious force in France.

As things exist there are, of course, no tests for the teacher of *morale*. He may be Jew, Turk, infidel, or heretic. His official instructions are "to implant in the minds of the pupils the fundamental ideas [*notions essentielles*] of morality, without any allusion to creed." The syllabus for the primary schools is as follows:—

Section Enfantine (5-7 years).

Stories and talks; poetry; songs; "historiettes morales," followed by questions and explanations.

Cours Élémentaire (7-9 years).

Reading and explanation of stories, fables, &c.

Cours Moyen (9-11 years).

Lessons on the following points:—

I. Family life: duties towards relations, duty towards servants, duty at school. The Fatherland: "La France, ses grandeurs et ses malheurs."

II. Duty towards oneself and to others: cleanliness, temperance, economy; courage in danger; danger of passion; Loi Grammont, sociétés protectrices des animaux; justice, charity, &c.

III. Duty towards God. The teacher is to touch two points only: (a) he is to teach the children to think with respect of "la Cause première"; (b) he is to teach the child that to honour God he must obey the laws of his conscience and of reason.

Cours Supérieur (11-13 years).

Talks, readings, and practical exercises and lessons emphasizing "La Morale Sociale" under the headings: (1) "La Famille," (2) "La Société," (3) "La Patrie."

One hour a day is given to this instruction in the elementary school, and very minute directions are given to the teacher as to his mode of procedure. No books are used in the early stages of the teaching, but from the age of twelve little books are used dealing with such subjects as the evils of intemperance or the duty of honesty. There is none of the dry humour of "Plain Jane" and other worthies about these books, and the illustrations bear the stamp of unreality. For example, we

have before us a cut representing a plumber, supported on the shoulders of a comrade and fitting up a lightning-rod on a church steeple. The picture shows a stream of molten solder falling on the comrade's hand, and yet we read: "Il ne fit pas le moindre mouvement, sachant bien qu'il aurait précipité son camarade d'une grande hauteur." Such an example of reflex action is well worth the notice of psychologists. Again, the man who saved the *sous* he had habitually spent on tobacco until he got a competence was doubtless an estimable, and certainly a typically French, citizen; but we cannot quite see why he should be held up as a shining light from a moral point of view. Voltaire is a strange apologist for Christianity, one would think; but under the title "Devoirs envers Dieu" the children learn by heart the well known lines:

C'est le bien sacré de la société . . .

Si Dieu n'existait pas, il faudrait l'inventer.

Besides the instruction in *morale* proper there is a course of *instruction civique* given in connexion with the history teaching.

In the secondary schools the course of *morale* does not begin until the age of fifteen or thereabouts. In the girls' schools it is in three divisions; for the first year *notions préliminaires* are given in such subjects as moral responsibility, free will, duty, law, virtue. Then the domestic virtues are dealt with, and finally the duty of the family towards the State. The method is generally the lecture method—though some teachers encourage a sort of debate—and a short dictated *résumé* follows or precedes the lecture. In the fourth year a general idea of the systems of great philosophers is given, with illustrative readings from Plato, Aristotle, Epictetus, M. Aurelius, Montaigne, Pascal, Bossuet. There is then a special treatment of the philosophy of the eighteenth century leading up to a study of Kant's work. In the fifth year there is a course of psychology applied to education. The writer heard several excellent lessons to elder girls in this subject.

The programmes of the boys' secondary schools have gradually lessened the time given to *morale*, and at the present time it appears as a separate subject in two classes only (*quatrième* and *troisième*). The method adopted is the same as in the girls' schools, and the subjects treated include the following:—"La sincérité, le courage, la délicatesse morale, la probité, la bonté, l'éducation de soi-même, la solidarité, justice et fraternité sociale, la famille, la profession, la nation, l'état et les lois, l'humanité, liberté individuelle et discipline sociale."

The teaching of *morale* is beset with difficulties. It is difficult for the professor to avoid dryness; for, if he touches polemic or religious controversy, he is "out of bounds." The programme warns him that he is to usurp the function neither of priest nor of father. One German critic, with unconscious humour, says that the subject demands in the teacher "une connaissance parfaite du cœur et du monde."

We do not doubt that the subject was never intended to be anti-Christian, but rather to be anti-clerical. But some knowledge of the sixth form *lycée* students in the towns will convince the observer that *morale*, as at present taught in the schools, has been an agent in creating the freethinking, speculative type of citizen who is so often characterized by a corresponding freedom of thought, word, and deed.

W. A. TODHUNTER.

OVER-INSPECTION OF SECONDARY SCHOOLS.—In presenting the prizes at the Central Foundation Boys' School on Wednesday, October 17, Lord Davey remarked that he quite believed in the necessity of inspection. Public Authorities could not be expected to make grants to schools without assuring themselves, through their Inspectors, that the money was properly devoted to the purposes for which it was intended. Further than this, inspection might be of great service in indicating any directions in which it might be possible to effect improvements; but inspection might be carried too far, and had been carried too far by some over-zealous Inspectors. When an Inspector allowed himself to make too minute criticisms there was a danger that he would interfere with the freedom and power of initiative both of the head master and the governing body. Such a procedure would have the disastrous effect of reducing all secondary schools to one level of uniformity. Sir Owen Roberts (Chairman of the Governors) said that he was very glad to hear Lord Davey refer to this most important matter. While giving full credit to the officials for their desire to discharge their duties efficiently, he fully agreed that they had gone too far, and it was time that a strong protest should be made. He did not know whether his remarks would find their way into the press, but, whether they did or not, he would see that the matter was brought before the proper authorities in a very forcible manner.

CURRICULA AND LOCAL NEEDS.

THE ineffectiveness of elementary education is a constant theme at the present day. The children for whom it provides gain, on the whole, no initiative. They cannot even cipher or write neatly outside their school. Their manners are wanting. Their knowledge is so mechanical that it is almost useless. Such scholars abandon all study at the very earliest time the law allows; all desire to improve is absent from them.

Two facts may serve to explain this in a large degree. Our system is national; our children are not. There is an enormous divergence between scholars who are the offspring of different classes and the product of different localities. A single general curriculum, arrived at by *a priori* reasoning, is forced upon all. There is a very slight recognition of the immensely varied nature of home conditions and of the surroundings beyond the school. A difference in the degree of excellence demanded does exist. There is no definite modification of curricula to meet the defects of local temperament, of social and economic conditions.

A consideration of the East London child in many poor districts will show this clearly. He is overstimulated by the excitements of town life, and his capacity for concentration is thus vitiated. The work to which he must turn in the future often indicates no clear value in knowledge. A great temptation lies before him to neglect study, to leave school early, and to earn money as soon as possible. Yet he is forced through a curriculum in general most aridly conventional and dull. Little wonder that he not only leaves school as soon as he may, but that he does so with a distaste for education and with no satisfactory answer to his question of "Wot's the good of it?"

Yet in such children there is good material upon which to work—a keen, if misdirected vivacity, an affectionate disposition, and a strong sense of emulation. Thus a time-table which recognized and made concessions to defects of character might work wonders. It could not remedy the evils of poverty; it could not be a substitute for a healthy home life; it would not remove the need for the most pressing of all reforms in elementary schools—the reduction of the numbers in a single class. But much might thus be done towards the production of better results, physical, intellectual, and moral.

A mixture of the humanistic and the manual and a prolongation of kindergarten and concrete principles seem alone suitable for primitive and abnormal children such as have been described. There should be as little unattached scholastic drudgery as possible. The needed concessions to temperament and physique can be effected without omitting from a proposed time-table any of the elements of the existing course. In certain cases some curtailment would be made.

Let us take, for example, a school week of thirty hours, such as is at present customary in higher grade departments. For the writer would affirm that a universal extension to this limit would be advisable in the districts under discussion, if the curriculum were modified as he is going to propose. It must of necessity include arithmetic, the English language and literature, history, geography, and composition. The elements of natural science, physics, and chemistry deserve a place. Scripture should not be omitted. (The Bible is at present often the only real book our scholars read.) Some degree of instruction in drawing and music is necessary. But, beyond these, the writer advocates a special attention to manual training, physical culture, and the reading of real and interesting books, instead of the dry bones of text-books which always disgust scholars in the end.

Eight and a half hours would give all that is necessary for the English studies. This would permit an hour a day for history or geography alternately, one hour twice a week for composition, and half an hour three times a week for literature and grammar. The usual daily hour would be kept for arithmetic. But we might be satisfied with three quarters of an hour twice a week for natural science, and an hour each for freehand and model drawing and for music. With care very much might be done in these times if the child came fresh to the work. Scripture might be reduced to one and a half hours a week. A total of nineteen and a half hours would thus be made up.

The remaining ten and a half hours might be allocated to manual training, reading and discussion, and to drill. Two

periods of two and a half hours a week might most profitably be allotted to the first. The conventional curriculum is at present too often drudgery, for both teacher and taught. It cultivates no taste for learning and is forced on by dint of punishment. The manual training, with the invaluable rules of neatness and accuracy which it inculcates, is always followed out by the pupils of whom I am speaking with keenness and emulation. They carry home their productions with pride and are eager to excel one another. Such a laudable ambition might well be given more scope.

For this purpose every school would require a special room, instead of the present limited number of centres. If we assume the accommodation to be forty (the general maximum), that would mean that two hundred scholars could be instructed during the school week. They would need to be organized into five classes of forty each, say from the three upper standards, as is the present rule, or as far down the school as the numbers in attendance would permit. It would be useful also to devise some form of manual instruction for the junior standards. The present custom of leaving a blank in this respect between the infants' department and Standard V. or the age of twelve is indefensible. These proposals would naturally lead to increased expense. Yet the cost would be more than compensated for by the skill attained and, above all, by the cultivation of an ability to perform sustained and concentrated work with energy and interest.

The reading should be from real books of real interest, and not from aridly concise text-books, naturally lifeless from their general character as second-hand information. It should take place with as little mechanical correction and interruption as possible. The task of finding such books for all standards would not be impossible. The best literature of folk-lore and fairy tales could lead up to Dickens and Scott, to stories of travel, and to biographies. Part of the time occupied with these works should be set apart for a discussion of them and their meaning and moral. Yet silent reading might be allowed as often as reading aloud; but, above all, the book must be interesting. It would be advisable, also, to put this lesson at the end of the school session. The child ought to leave school with a sense of pleasure experienced—not only to have learnt something, but to have enjoyed the learning. We might hope then for a wise continuance of reading after leaving school, instead of scholars dropping the whole irksome drudgery as soon as they attain the age of fourteen. The necessity of attempting to direct the taste of scholars will be shown by a single instance. The writer recently asked a class of forty Bethnal Green children to compose for him an essay upon their "Favourite Book." With one exception they all declared for a certain low class halfpenny periodical devoted to stories of the crudest sensationalism. The main point of this article—that different districts need different treatment—is further proved by the fact that a similar subject in a much better district brought a series of praises of books by Kingston, Ballantyne, Henty, &c. Good reading comes by habit more than nature; good fiction leads pleasantly and inevitably to a higher learning.

Without in the least degree possessing the moralizing atmosphere which is repellent to the average child, these lessons would give the teacher many opportunities for the inculcation of better principles and manners.

Physical culture is the next thing which demands more attention. Here it is absolutely essential that there should be no greater interval than twenty-four hours between lesson and lesson. Twenty minutes a day is the minimum allowance. These undersized, badly developed children require regular organized exercise daily if it is to have a valuable effect. An occasional ten or twenty minutes during the week is not sufficient. The squads, also, should be small enough for the teacher to be sure that he is enforcing real effort in the performance of the exercises. The principles and objects of the movements should also be taught; the child should know exactly what he or she is doing. Scientific terminology need not be used, but the attention of children should be directed to the particular muscles used. They should be taught to notice them tighten and relax. Thus more will and interest might be brought to bear upon their work. Much physical exercise in elementary schools at the present day is purely formal.

Ten minutes for recreation would have to be made up by a deduction from the end and the beginning of the two middle lessons of each session. This would not alter the main

arrangements of the time-table. As far as the accommodation will permit, the middle of the session is also the most suitable time for drill.

To give effect to the above proposals it would be necessary to omit, taking a typical curriculum, such subjects as shorthand, French, clay-modelling, and algebra, as well as to curtail somewhat certain other subjects. Yet the physical and mechanical improvement in the condition of the scholars, the greater interest they would take in their work, and the elements of culture they would acquire would far more than compensate for these reductions and omissions. The loss in the present would bring incalculable gains in the future. It would not require a very integral modification of this plan to bring it within the present time limit for ordinary public elementary schools—twenty-seven and a half hours. The reduction of drawing to one hour, of natural science to one hour, and of history and geography to two hours each per week would effect the necessary change.

The circumstances of a particular school with many classes and with separate rooms for art, science, and manual work would, of course, demand a good deal of shifting in the lessons, but a time-table for a typical standard on the thirty hours basis might be worked out as follows:—

	MON.	TUES.	WEDNES.	THURS.	FRI.
9-9.30	Scripture	Scripture	Literature	Scripture	Music
9.30-10.25	Arithmetic	Arithmetic	Arithmetic	Arithmetic	Arithmetic
10.25-10.35	Recreat'n	Recreat'n	Recreat'n	Recreat'n	Recreat'n
10.35-11.30	* Geog.	History		* History	Geography
10.35-11.5			Drill		
11.5-11.30			C'mposit'n		
11.30-12	Read'g,&c.	C'mposit'n	C'mposit'n	C'mposit'n	Read'g,&c.
			Interval		
2-3	Manual	Drawing	* Science ($\frac{1}{2}$ hr.) Grammar ($\frac{1}{2}$ hr.)	Science	Manual
3-3.25	Manual	* Drawing	Geography or History	Drill	Manual
3.25-3.35	Recreat'n	Recreat'n	Recreat'n	Recreat'n	Recreat'n
3.35-4	Manual	* Drawing	Geography or History	Grammar	Manual
4-5	Manual ($\frac{1}{2}$ hr.) Music ($\frac{1}{2}$ hr.)	Read'g,&c. Drill ($\frac{1}{2}$ hr.)	Read'g,&c.	Read'g,&c.	Manual ($\frac{1}{2}$ hr.) Drill ($\frac{1}{2}$ hr.)

The saving of half an hour where asterisks have been placed on the above time-table would reduce the total to the lower maximum of 27½ hours. A summary of this proposed division of hours would give

	Higher Limit.	Lower Limit.
Scripture	1½ hours	1½ hours
Arithmetic	5 "	5 "
Geography	3 "	2 "
History	2 "	2 "
Composition	2 "	2 "
Grammar	1 "	1 "
Literature	1 "	1 "
Science	1½ "	1 "
Drawing	2 "	1 "
Music	1 "	1 "
Drill	1½ "	1½ "
Manual	5 "	5 "
Reading, &c.	3½ "	3½ "
Total	30	27½

From this summary small deductions for recreation would need to be made from such lessons as chanced to cross into the time suggested for it.

The more depressed any section of the community may be, the more does it require a liberal education. Would not a few years of a curriculum, such as is here proposed, lead to a marked improvement in regard to the affection of the scholars for their schools, to their tastes, and their physique? The pupils would gain more appreciation of the value of skill and knowledge. The teacher would have far more opportunity than at present for influencing his charges. Great would be the gain from such a consideration of local requirements.

E. BRUCE FORREST.

CHRISTMAS BOOKS.

Puck of Pook's Hill. By RUDYARD KIPLING. (6s. Macmillan.)—A history, a geography, an anthology, a fairy book, a new "Midsummer Night's Dream"—something of all these and yet at the same time a work of art with a unity of its own—such in brief is the Christmas book of the year that none but Mr. Kipling could have given us. The book is redolent of the soil, and he has drawn his inspiration from the South Downs, the Ithaca of a new Ulysses.

"See you the dimpled track that runs
All hollow through the wheat?
O that was where they hauled the guns
That smote King Philip's fleet.
See you our little mill that clacks,
So busy by the brook?
She has ground her corn and paid her tax
Ever since Domesday Book."

So says Puck, who acts as showman and introduces Dan and Una—another Tom and Maggie—to Wayland the Smith, the Norman Knight, the Roman Centurion, the Jewish Usurer, and the other characters in the historic masque. It is a delightful jumble—a phantasmagoria, if you will. There is no more attempt at antiquarian lore than in Shakespeare's "Dream," and we feel no incongruity when the Centurion gets a hurt from a boy's catapult or the fairy ring is broken by the fall of a rocketing pheasant. Only Puck's *scholia*—"Aque Solis [?Sulis] that's Bath; Regnum's Chichester"—offend us as inartistic. The verse is good and indifferent—none of it bad, but none supremely good. The prose could hardly be improved. We have space but for one specimen: "Three cows had been milked and were grazing steadily with a tearing noise that one could hear all down the meadow; and the noise of the mill at work sounded like bare feet running on hard ground. A cuckoo sat on a gate-post, singing his broken June tune 'cukoo-cuk,' while a busy kingfisher crossed from the mill stream to the brook which ran on the other side of the meadow. Everything else was a sort of thick, sleepy stillness, smelling of meadow-sweet and dry grass."

The Orange Fairy Book. By ANDREW LANG. (6s. Longmans.)—If Mr. Lang believes that no one reads prefaces but critics to save themselves the trouble of reading the books themselves, he should, from prudential considerations, take his prefaces a little more seriously, and not offer to his critics stones for bread. Fairy tales, he tells us, were obviously composed mainly for children, which accounts for the absence of the "improper" element. Is it so? Were the fairy tales of Circe, Calypso, and the Cyclops composed for children? How, he asks, is the family likeness between the "stories of the remotest people" to be accounted for? Partly they have been disseminated by warriors, travellers, and missionaries, and in part "the uniformity of human fancy in early societies must be the cause." Verily these be stones, and we can only suppose that Mr. Lang has determined to prove his sense of humour—a quality which he allows is not common in authors—by treating his critics as Rhea did Cronos. In one case at least he has succeeded. One critic has not, to be honest, consumed the Gargantuan feast spread before him, but he has tasted all the courses and found some dainty and appetizing, and nothing that could be rejected as unwholesome food for children. The first in the book, a native Rhodesian tale, is spoilt by a tame and pointless ending, but the second is not only a good story, but interesting as showing the mythopoeic instinct exercised on so recent an event as the advent of the white men. Take again two stories towards the end of the volume—"The Princess Belle-Flor" and "The White Slipper"—there are curious points of likeness between these and the tales of Psyche and Cinderella, and we should like to know whether the resemblances are psychological or historical. To the illustrations we can award unmixt praise: they are well imagined, correct in drawing, and harmonious in colour. Mr. J. H. Ford has surpassed himself.

Electricity of To-day, its Work and its Mysteries. By CHARLES R. GIBSON. (5s. net. Seeley.)—This is a sequel (*Fortsetzung* is the exacter word) to the author's "Romance of Modern Electricity." While still avoiding technical language, he describes more fully the various phenomena and applications of electricity and brings the subject-matter up to date. Thus, by easy stages, the lay reader is led from Galvani's frog and Volta's piles to X-rays and wireless telegraphy, and is given a partial answer to the unanswerable question: What is electricity? How many of the thousands who are using the telephone every day, almost every hour, of their working lives could give even an approximate account of the means and method of the transmission of sounds? After reading Mr. Gibson, an intelligent office boy would be able so to do. The frontispiece is a remarkable photograph of a toy bicycle embedded in a child's throat.

The Children's Odyssey. By the Rev. A. J. CHURCH. (5s. Seeley.)—The "Odyssey" is so simple a story that any kindergarten teacher might tell it to a class of children; but to tell it so that it shall at

once delight the child and satisfy the Greek scholar is a task that demands a rare combination of qualities—sympathy with the child's mind, scholarship, and literary skill. Take, for instance, the story of Nausicaa, a princess washing the household linen, who encounters a naked mariner and brings him home with her—how hard to be "naked, loving, natural, and Greek," to steer between Fénelon and Samuel Butler, propriety and vulgarity! Mr. Church has hit the happy mean, and we prophesy that his new "Odyssey" will be as popular in the nursery as his first version was in the play-room. It is a pity that the illustrations are not more adequate.

Disenchanted (Désenchantées). By PIERRE LOTI. Translated by CLARA BELL. (6s. Macmillan.)—Revelations of a Turkish harem have been a popular theme for poets and novelists from the days of "Don Juan" and earlier, but Pierre Loti's treatment of the subject is quite original. His object is to show the utter misery of the modern harem, the rent produced by a patchwork of Western culture and Oriental polygamy. Whether there are many harems whose inmates read Kant and Nietzsche, play Beethoven and Grieg, and speak faultless French and German we may well doubt; still more whether many of "my dear friends the Turks" are eager to break the gilded chains and follow the spirit of their prophet "all compact of light and charity." This doubt, however, does not affect the charm and beauty of a well-conceived romance, which, quite apart from its setting, is a true and vivid picture of Stamboul. Our modern Don Juan, the hero of the romance, is immaculately proper, and one glimpse of the heroine's face is the consummation of the platonic love-making. Lady Bell is an admirable translator, but the title has been for her too hard a nut to crack.

Great Britain in Modern Africa. By EDGAR SANDERSON. (5s. Seeley.)—Mr. Sanderson has already made his mark as an Imperial historian, and portions of this work are taken from his "Africa in the Nineteenth Century," but these have been carefully revised and brought up to date. As a faithful chronicle of events the book deserves high praise. The style is simple and sometimes graphic, with no attempt at fine writing. A history it can hardly be called, that is to say, there is little attempt to trace in broad lines the forces at work in the scramble for Africa or to diagnose the political and social problems that are awaiting solution. Mr. Sanderson is frankly Imperialist, and his last sentence—"British energy and virtue, exerted in and after that righteous conquest, . . ."—gives the key-note. The reference is to the conquest of the Soudan, but the same judgment is passed on the Boer War. Even Chinese labour is accepted as an obviously beneficent institution that needs no defence, and the heroic Joubert is simply "a coarse-looking, self-educated man of the Covenantor type."

Children's Tales from Scottish Ballads. By ELIZABETH GRIERSON. (6s. A. & C. Black.)—Ballads are a new treasure-house of stories not rifled by that universal provider, Mr. A. Lang, and Miss Grierson has turned them to good account. She can tell a story, and her prose is pleasantly archaic, with nothing of Wardour Street about it. We think she would have done better to incorporate fragments of the text when the ballad rises to perfect poetry; but this is a matter of taste. "Late yestreen I saw the old moon in the sky, and she was nursing the old moon in her arms. It needs not me to tell thee, for thou art as weather-wise as I am, what that sign bodes." Excellent prose; but why turn poetry into prose?

Among the Dark Mountains: or, Cast away in Sumatra. By DAVID KER. (3s. 6d. Blackie.)—A rattling tale, as full of adventures as an egg of meat. In the first chapter we have the two boys besieged on a coral reef (Mr. Ker should know better than to talk of coral insects) by a shark and rescued when they are knee deep; and so in twenty-two chapters they pass through more perils and adventures than St. Paul, Ulysses, and Robinson Crusoe combined till the climax is reached—the Krakatoa eruption, which leaves them stranded, like Noah on Mount Ararat. The interest of the tale is heightened by the author's assurance: "All the adventures are taken from life, and most of them occurred to myself." There is not a petticoat in the story, but boys will play the Desdemona to such an Othello.

Pouchet's The Universe. New edition, revised and edited by J. R. AINSWORTH DAVIS. (Blackie.)—It is pleasant to see this old favourite of our youth rejuvenated like Eson. The comparison is not very apt, for Mr. Davis has wisely refrained from wholesale cutting up, and contented himself with some paring and a few added touches. The prints have an old-world look about them, but at the price it is a wonderful cyclopædia of natural science.

The Ladder to the Stars. By JANE HELEN FINDLATER. (6s. Methuen.)—We are given to understand that Miriam Sadler is one of "the golden children" who sometimes spring from "silver parents." "I hear you're a bit different, Miss Sadler—risen in the scale, so to say," remarks James the footman; but he confides in the housemaid that she "as given me the shivers up me back." We sympathize with James. Miriam's cleverness, which takes people by storm, is too little apparent; but her selfishness and inconsiderateness are too glaringly obvious, and we doubt if she at all deserves her success. Her progres s

to this desirable position is a somewhat crooked one. Many of the minor characters are more attractive and truer to life, and the book owes its interest—an interest which is certainly not lacking—rather to these than to the somewhat unconvincing heroine.

No Friend like a Sister. By ROSA NOUCHETTE CAREY. (6s. Macmillan.)—There is plenty of movement and life in this novel, and we are certainly never bored through its four hundred odd pages. Most of the characters are well drawn, and it seems a pity that the book should be marred by some unnatural ones. Mrs. Warburton, supposed to be so aristocratic, shows almost as much lack of taste and manners as the ladies of fashion in "Evelina." Auguste is of somewhat the same type, while Frances's placid self-confidence and capability would have been distinctly irritating in real life. But there are still left us some half-dozen characters full of life and reality, and it is to these the book will owe its success.

Things seen in Japan. By CLIVE HOLLAND. (2s. net. Seeley.)—We have rarely come across a more dainty and charming little volume than this, with its fifty photogravure illustrations. The text forms a running commentary on the pictures, which are truly artistic and show a real feeling for the beauties of Japan.

Percy Vere. By EVELYN EVERETT GREEN. (Cassell.)—Percy Vere is a little Australian who, on account of an accident, spends several happy months with an English family before he goes to school. His adventures are many and varied, and likely to suit the taste of both boys and girls. Why, may we ask, need the poor boy be called Percy Vere? Is it solely in order to preach the moral of perseverance? It is a feeble joke at best. The illustrations, by R. Lillie, are distinctly good; only Maidie's smile throughout suggests the Cheshire cat.

Popular Natural History. By HENRY SCHERREN, F.Z.S. (Cassell.)—This is an old friend with a new title-page, familiar under the title of "Popular History of Animals." No reason is assigned for the change, and the old seems to us preferable. Two pedagogic principles clash, and the author has elected to proceed from the known to the unknown rather than from the simple to the complex. He begins with man and ends with sponges. His object is to amuse; not to instruct. The young reader will learn little of zoology, but much of the peculiarities and habits of animals. The book is profusely illustrated.

A Little Brother to the Birds. By F. W. WHILDON. (6s. Methuen.)—The story of St. Francis is here retold for children, but with such directness and simplicity that it will appeal to grown-ups no less than to children. The illustrations are worthy of the text.

Paradoxes of Nature and Science. By Dr. W. HAMPTON. (6s. Cassell.)—We have no hesitation in placing this first among what may be called the serious Christmas books of the year. To have read and digested this volume will have taught a boy more science than all the science lectures recommended by Mr. Lyttelton for the age of unreason. The contents of themselves will stimulate curiosity. Here is a sample of the headings:—"A Carriage which on level ground is more easily drawn Loaded than Empty"; "A Sailing-boat which moves more swiftly than the Wind which is driving it"; "A Pound-weight balancing a Hundredweight"; "Ice melting while growing colder"; "A Clock which is never wound and never stops"; "The Cab-horse as a Ballet Dancer." The childhood of philosophy began with asking riddles; but these were mostly verbal puzzles. Dr. Hampton's conundrums will no less attract the youth of to-day, but in working out the answers and verifying them by his own experiments he will be laying the basis of a scientific education.

A Heroine of France. By EVELYN EVERETT-GREEN. (2s. 6d. Nelson.)—No woman's name has filled so large a space in history, in poetry, in the drama, and in romance as that of Joan of Arc. The facts have been thoroughly sifted, and all we can look for is some fresh combination. Mrs. Everett-Green has struck out a new way by putting the story into the mouth of a contemporary knight. She is thus enabled to accept without questioning the miraculous elements. Jean de Novelpont sees at starting the halo round the Maid's head, and he sees at the finish the dove ascend from her pyre. No attempt is made to preserve the colour of the times. The very first words—"The age of chivalry is dead"—are an anachronism, and "the dreamy stillness of the autumn woodlands" recalls Froide rather than Froissart. But, though the atmosphere is modern, the scenes are simply and vigorously portrayed.

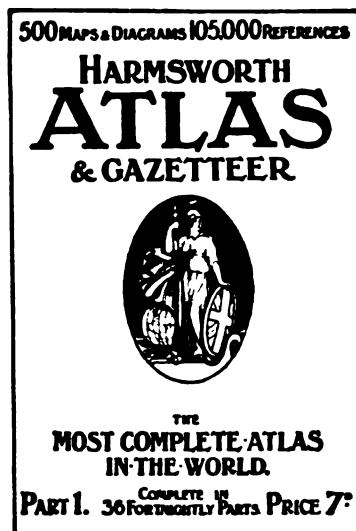
In the Days of the Comet. By H. G. WELLS. (6s. Macmillan.)—Mr. Wells has before now sketched several rough drafts of the untrodden world as it gleams before his moving fancy. His machinery has been now a sudden cataclysm, and now a gradual evolution. He clearly finds a difficulty in adapting the old world to his new needs, and has, up till now, been reduced to a mere suggestion of reform, or to a frank pessimism, as in "The Time Machine." His last cataclystic invention, "The Comet," is written in his usual forcible and distinctive style. It is, too, an advance on his earlier work in the thoroughness with which he has identified himself with his leading character. But the new society he has evolved is unconvincing. It is crudely socialistic,

(Continued on page 738.)

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and leaves us with a deep sense of thankfulness that the Comet has not yet been reported from the Lick Observatory.

Jack Haydon's Quest. By JOHN FENNIMORE. (5s. A. & C. Blackie.)—The adventures of a schoolboy suddenly called from the playing fields to search for the clue to his father's mysterious disappearance in Burmah. With two trusted companions, Jack throws himself heart and soul into his work, and forthwith plunges into all kinds of dangers and difficulty, carrying the excited reader with him in breathless haste. He is, from the first, dogged by the enemies who have kidnapped his father, and narrowly escapes being the victim of an ingenious, but singularly unpleasant, method of torture and death. Some of the coloured illustrations by J. Jellicoe come out well.

With Roberts to Candahar. By Captain F. S. BRERETON. (5s. Blackie.)—The story opens with the massacre of Sir Louis Cavagnari and his mission in the Balla Hissar, and then follows the fortunes of a young lieutenant acting as *aide-de-camp* to Sir Frederick Roberts in his expedition to Cabul to punish the Afghans. Between his duties as *aide-de-camp* and the private investigations as to the fate of his father, who was with the mission, young Dennison leads a life of perpetual danger; and no boy could fail to be interested in his hairbreadth escapes and the indomitable pluck with which he pursues his aim. The many admirers of "Bobs" will find this presentment of him thoroughly satisfactory. The frontispiece and the illustration facing page 242 are good, but in others there is a want of vigour in the action, and the light and shadow are not well distributed.

An Original Girl. By ETHEL F. HEDDLE. Illustrated by GORDON BROWN. (3s. 6d. Blackie.)—This new edition is a wonderful three and sixpence worth. The original illustrations are reproduced, and the printing and get-up of the book very satisfactory.

The Car of Destiny. By C. N. and A. M. WILLIAMS. (7s. 6d. Methuen.)—It is a bold idea to make a motor car the central figure in a romantic story, and the authors are to be congratulated on the skill with which they treat their difficult subject, endowing the "Gloria" with something of a personality, and keeping all unpleasant details, such as the smell of petrol, noise, and dust well in the background. The ardent Spaniard who pursues his lady love through countless dangers at once enlists our sympathy. The English girl is somewhat tame, and much less attractive than Maria del Pilar. The scenery is described in a vivid and picturesque fashion, and the numerous photographs taken from well chosen points of view add much to the attraction of the book.

The Life Story of a Fox. By J. C. TREGARTHEN. (6s. A. & C. Blackie.)—This new volume of the "Animal Autobiographies" will appeal to all lovers of animals and of an outdoor life. It is written in a simple and natural way, and we seem to breathe the fresh country air as we read. There are some excellent descriptions of the ways of wild creatures of the moorland, and a graphic account of "the great run" from which our Fox escapes alive, because his battered and exhausted condition touches his worst enemy with compassion. This should be a welcome gift to any child. The illustrations are often good as to colour, but fail in clearness.

The Carroll Girls. By MABEL QUILLER-BOUCH. (5s. Hodder & Stoughton.)—A pleasantly written story, the interest lying in the development of character in four girls whose selfish mother contrives for a time to shift the burden of bringing them up to a distant cousin. This is the salvation of Esther, the eldest girl, who has suffered most from the mother's mismanagement. Her difficulties and struggles with her jealous tendencies are well described, but there is a touch of exaggeration in her behaviour to Penelope, and the melodramatic scene with the cattle is a hackneyed means of conversion. Still there is much that girls will find amusing.

Messrs. Blackie send us a new edition of *Lords of the World*, by A. CHURCH (3s. 6d.). Paper, print, and illustrations are good.

Chums. By JOHN HASSALL. (2s. 6d. Nelson.)—Billy and Reggie give an account of their sports together, with free remarks on each other interspersed. This serves as a very suitable comment on the clever illustrations. Mr. Hassall's work is always full of vigour and originality. If we may criticize such excellent work, we should say the treatment of the trees, such as those on page 6, was not altogether successful.

Blackie's Children's Annual. (3s. 6d.)—A book of which small children will not soon tire, for it has so much variety both in the printed matter and illustrations. Altogether a bright and attractive book.

The Motor Book. (1s. Nelson.)—The very name will thrill the heart of the modern boy. The illustrations, if not highly artistic—and how could they be?—will doubtless appeal to the youthful imagination.

The Sleeping Beauty. (1s. Nelson.)—The illustrations in this are very harmonious in colouring, and the story is shortly and simply told.

The Wonderful Voyage. By RUTH COBB. (3s. 6d. Nelson.)—A wonderful voyage indeed, in which is seen anything from a red Indian to Vesuvius in eruption. The illustrations vie with the letter-press in its wild flights of fancy. Who would not go on such a Cook's Tour?

Robinson Crusoe. (1s. Nelson.)—A brightly illustrated edition, which will serve well to replace old copies.

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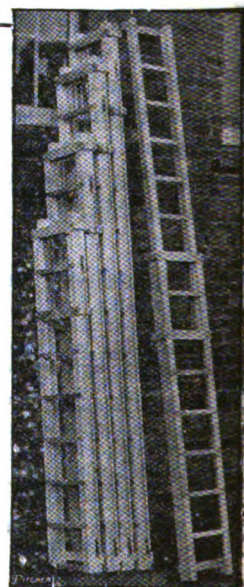
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WHEN Dr. Johnson maintained that all there is to be known about education has been known long ago he did not necessarily imply that this knowledge is widely spread. Even if it be true that there is no room in education for fresh discoveries, there may be a crying need to bring within the reach of those who require it the knowledge at present available. Experienced teachers have often had to win for themselves, as individual gains, truths that ought to be the commonplaces of their profession. Training can, no doubt, provide the intending teacher with a great body of established truths, and can anticipate a certain number of the errors to which all teachers are prone at the beginning of their life-work. But once that work has been begun there are many opportunities to make further errors, and little or no provision to call attention to them, to say nothing of correcting them.

The schoolmaster, like every other professional man, learns his business by making blunders and rectifying them. But blunders differ widely in the range they allow the blunderer before their consequences call him to account. Some must be paid for on the spot, and these, after all, are the least dangerous. It is the blunder that runs up a long bill against us that we really ought to dread. Teachers often go on repeating the same blunder year after year, simply because nothing has happened to show up the blunder as a blunder. Many teachers go through life without ever once receiving a word of friendly technical criticism on their professional methods. No doubt they hear a good deal of vague fault-finding from parents, school governors, members of commissions, and "others interested." But all such criticism is given from the point of view of one testing the results; not of one who is interested in or capable of giving a judgment on the methods. It is true that under the new scheme of inspection of secondary schools there is now a chance for the teacher to receive criticism from

a Government officer who has had wide experience as a teacher. But our profession is not particularly happy at this prospect of technical criticism. Everything, of course, depends upon the spirit in which the criticism is offered. But under the best conditions the sensible teacher is more willing to profit by such criticism than to thank the critic, or to admit that the critic is in the right. A generalized printed criticism, applicable to the world at large, is doubtless of much less value to the individual teacher than the direct criticism of a man on the spot, but it has the great compensation of getting at weak points without injuring the self-respect of the teacher. It has the further advantage that, in so far as it is successful at all, it succeeds in the right way; for the teacher who adopts a critical attitude towards his own work is in a much healthier state of mind than the teacher who accepts, with the best grace he can, the criticism forced upon him from without.

It has occurred to the editor, therefore, that it would probably be a useful thing to get some experienced teachers, each one particularly conversant with the teaching of a special subject, to deal with the errors that are most common in the teaching of the subjects ordinarily taught in a secondary school. Those who will contribute the articles are teachers who are not only specialists in their subjects, but have had exceptional opportunities of seeing the subject taught under all sorts of conditions. It is not enough that a writer should tell, as the manner of some is, how he himself deals with a particular subject. He must have tried all manner of experiments, and have seen and studied the methods and experiments of many others. The purpose of the articles will not be to provide a "How to teach So-and-so" series. It seems more likely to be profitable to point out the lines of probable error than to seek to indicate what may be claimed to be absolutely the best lines to follow. There are many ways that may be claimed to be right, more or less; the degree of rightness depending upon the suitability of the way in question to fit in with the qualities and circumstances of the person using it. To determine the best method in a given case we must have a complete knowledge of all the circumstances of that case. On the other hand, there are certain methods in all subjects that are inherently bad. They are bad under all circumstances, though their badness may sometimes be cloaked by the excellences of the teacher who uses them. Such a teacher often produces good results in spite of his bad methods; but, obviously, he would produce still better were he freed from the drag of his errors. It is not uncommon to find intelligent and earnest teachers confessing that they have followed wrong methods for years, and have only realized the fact when their attention was drawn to it by some accidental circumstance, frequently by a casual remark of a fellow-teacher.

It is true that some teachers maintain that there is only one right way of teaching any subject. Such teachers are apt to add that from their experience of their pupils it seems that human nature is not likely to accept the true method till it has tried all the wrong ones. They are therefore likely to ask: Why suggest wrong possibilities? Why not give the right method, and let those who are in error correct themselves by the perfect pattern? But, while a teacher may be sure that certain common methods are wrong, he may not be sure that he knows the absolutely best method. It is therefore more modest to adopt the plan of indicating popular lines of error. Besides, it is more interesting. Finally, it is what our contributors are asked to do.

The rest of this article will be given to the consideration of certain common errors in method that have come under the writer's observation, errors that are not confined to any particular subject, but are common to most subjects. Sometimes error arises from what must be regarded as culpable neglect of the literature of our profession. Surely it is inexcusable for a master at one of our great public schools to expose his ignorance of the elements of modern psychology by seeking to cultivate the memory of his pupils by giving them verses to learn by rote. Errors of this kind are becoming rare. More usually the error is perpetuated because the teacher's attention has never been called to it as an error.

There are certain faults in teaching that are painfully familiar to every one who has occasion to see teachers of all kinds at work. Probably the most universal error in teaching is talking too much. If Mr. H. G. Wells is right in his contention that "the pressing business of the school is to widen the range of

intercourse," the average teacher must be accused of interfering with this pressing business by making the intercourse in school so one-sided that it is hardly worth the name. This excess of speaking has many causes, some of them more creditable than others. The least discreditable is the desire to leave nothing unsaid that may elucidate the point under discussion. But, unless he hopes to exhaust the universe, the teacher can never hope to say the last word that can be said on a given subject. He must accept the poet's warning and reject the theory that "nothing of itself will come." His plan is to say just as much as will set the pupil-mind working in the right direction. Every additional word is a blunder.

One obvious effect of the teacher's ceaseless babbling is the loss of the power of commanding attention. It is very difficult for a class to believe that a teacher who is talking all the time is worth taking seriously even when he appears to be in earnest. One form of unnecessary talking is particularly harmful in inducing inattention on the part of the class. This consists in the very common tendency teachers have to repeat the answers they receive from their pupils. Among young teachers, at any rate, no habit is more difficult to eradicate than this. The explanation is not hard. In the first place, the repetition is favoured by the natural tendency common to all of us to imitate. The teacher's echo is almost an organic reaction to the stimulus of the pupil's voice. But, further, there is the relief due to the filling in of the time that must elapse before the teacher is ready with a further remark or a new question. The teacher is very commonly unconscious of the repetition, and even denies it when challenged. The habit is quite common even among experienced teachers, who only need to have their attention called to it to realize its evil effects on the attention of a class. To eradicate this habit usually means a considerable effort; but the result is worth the trouble.

On the other hand, a cold and calculating taciturnity is to be avoided. The teacher has to remember that true progress implies an intellectual glow in the reaction between pupil-mind and teacher-mind. Though the teacher can speak too much, he cannot speak too clearly. It is such a platitude that no one cares to father it; but it would be well if teachers would realize that more bad teaching is due to lack of clearness of speech than to any other half-dozen causes. One of Her Majesty's Chief Inspectors of Training Colleges used to spend most of his official time in impressing this truth on young teachers, and who shall say that he did amiss?

Too many teachers talk as if they did not quite mean what they say—a fatal blunder. The pupil must be made to feel that the teacher always means something; but this feeling cannot be cultivated if the teacher is always talking and seldom seems to mean very much. A special form of this lack of force in speech is connected with a habit that goes deeper than the mere manipulation of the voice. Many teachers, particularly those with a tender conscience in intellectual matters, are very fond of "asides." They make a general statement that is quite true for the stage at which the pupils at present stand; but no sooner is the statement made than an exception occurs to the mind of the teacher, and he at once proceeds to make a side reference to the exception—mainly to satisfy his own conscience. The relation of the rule to the exception opens up a stimulating vista to the man in search of errors in methods, but the special point here is that, whether the exception is to be dealt with or not, it is certainly a wrong way to introduce it in an aside. The thing is either worth saying or it is not.

The question of asides brings up the common fault of confounding class teaching with individual teaching. It is quite possible to deal with a class as a group of individuals, as in the case Mr. Quick tells us of, in which the master spent a whole hour daily in hearing his boys repeat their memory work one after the other. This is seldom done now in a wholesale fashion; but any one who is familiar with class work from within is aware that there are apt to be lapses from class teaching to individual teaching. Such lapses are always blunders. The skilful teacher knows that he may teach the individual through the class and the class through the individual; but the moment the teacher does a little instruction for the sole benefit of an individual he has lost his grip of the class as a class, and is in error. Teachers cannot be too careful in guarding against such lapses.

A very common error made by painstaking and enthusiastic teachers is to judge of the success of a lesson by their own

sensations. After a lesson for which a teacher has made special preparations, and during which everything has happened just as the teacher has planned that it should, he is apt to go away with the impression that he has taught particularly well. It is quite possible that he has; but the question is not how he feels about it, but how much of the work have the pupils done themselves. The real test of genuine work in school is whether the pupil is doing his fair share. This does not mean that the pupils must find the work disagreeable. We have surely got beyond the stage of Mr. Dooley when he tells us that it really does not matter what children learn at school, so long as they find it disagreeable enough. The pupils may have enjoyed the work as much as the teacher has, and yet they may have done genuine, profitable work.

It is a common error with the more painstaking teachers to prepare their lessons in too great detail. It is probably impossible to prepare a lesson too well, but is quite common to prepare it in such detail as to interfere with the natural working of the pupil-mind. Certain dull minds no doubt require the subject to be presented to them in very minute portions at a time; but certain others are ready to take half a dozen steps for the dull person's one. In dealing with a class, no doubt, the teacher ought to take account of all the little steps that the dullards find it necessary to take; but at the same time he ought to be prepared to let the clever boy omit as many of these steps as he likes, so long as he is going in the right direction. Since he is the teacher of a class, however, the master must contrive to give the clever boys such additional exercises as shall cover the intermediate steps. In this revision work the clever boy is getting practice in applying what he has already learnt, while the dull boy is learning the facts for the first time. In this way each member of the class gets appropriate work, and still the class is treated as a class.

With regard to the use of illustration, there is a greater danger of defect than of excess. The second line of danger is more important, and consists in the very common tendency to lack of variety in illustration. Resisting the temptation to expand on this theme, I would limit myself to the commonest error—that connected with what is called the "awful example." This is never in place where there is not a standard within the pupil's reach. A mis-spelled word, for instance, should never be brought before the pupil to show him how not to spell it. On the other hand, a bad drawing may be used to illustrate a good one, since the matter can be placed before the pupil, and the decision left to his eye. To the eye *feild* looks as comely as *field*, but a drawing of a house with contradictory vanishing points is unconvincing even to the novice, and can be demonstrated to be wrong.

One is tempted to go on with details about little practical errors, such, for example, as omitting to make sure at the beginning of a lesson that all the pupils know what the subject of that particular lesson is. Nothing tends so much to secure careful preparation and intelligent attention as the invariable habit of insisting upon each pupil knowing exactly what the lesson for the day is to be. But it will probably be of more advantage to deal with a very common error of a fundamental kind based upon the coercive power of a popular word. This word is "thorough." No one will blame teachers for insisting upon thoroughness as the essential element in any method of carrying on their work. There is none the less serious danger of error in this pursuit of thoroughness. Everything depends upon the stage at which the thoroughness is tested. It may well be that thoroughness in detail may mean inefficiency in the subject as a whole. There are two tendencies among teachers dividing them into opposing camps. The first set of teachers practically claim a monopoly of the word "thorough." Their principle is to keep their pupils at one small piece of work till that piece has been perfectly done *once*, and then they proceed to another piece which they treat in the same way. The other set select a fairly wide range in a given subject and take the pupils rapidly over it, without insisting upon a great degree of accuracy on the first occasion, but returning over the whole field again, time after time, with ever increasing degrees of accuracy. At the end of a sufficiently long period it is claimed that by the second method results are attained that are better than those attained by the first, even in respect of the thoroughness on which the first set lay so much stress.

The idol of "thoroughness at every stage of progress" is a very dangerous one, inasmuch as it imperils the very thorough-

ness it claims to foster. The usual argument is: "A little bit thoroughly learned is infinitely better than a great deal only imperfectly mastered." With regard to certain matters the argument is unassailable. There are certain things that we either know or do not know. A paradigm or a chemical or a mathematical formula must be thoroughly known, or it is worse than useless. But the second, or rapid impression, method does not propose that the pupil should learn anything carelessly or inaccurately. Its principle is a regulation of the incidence of attention with regard to the subject as a whole. On the first occasion of covering the whole field selected the attention is admittedly confined to certain suitable points; but these are mastered. Certain other points are treated more or less cursorily; certain others are not touched at all. At each repetition of the whole course different points are emphasized, but all the points are kept in close relation to each other and thus help to explain each other and the whole of which they form a part. It is this interaction of the parts that forms the special value of the rapid impression scheme. Very frequently some point that is of great difficulty in a particular unit of the subject becomes quite easy in the light of what comes in the next unit. A common figure of speech with those who recommend the "thorough" method is that the pupil must liken himself to an invading army which must never leave an untaken fortress in the rear. This, indeed, is the dangerous part of the theory. Very often a particular difficulty is practically insurmountable till a certain later stage has been reached. It is bad policy to sit down before a difficulty and waste valuable time over it, when by going a little bit forward the difficulty disappears. The "thorough" system is the educational application of the good old frontal attack that led to such peculiar results in South Africa. Besides, even the figure is antiquated. The Germans were fairly successful in 1870-1 when they masked Metz and Strasbourg and made straight for Paris.

Obviously this is not a mere matter of the *ary*. It calls for a decision at the beginning of each term. A certain amount of matter has to be got up during the term, and the teacher must make up his mind regarding the method of his attack. Experience has shown that it is an error to follow strictly the "thorough" method. What is wanted is a selection of the details to be thoroughly mastered, and a correlation of those details in such a way as to lead to the most thorough co-ordination of them all by the end of the period selected, whether that period be the term or the session.

[The subjects that are to be dealt with in this series are the teaching of English, the classics, mathematics, modern languages, science, geography, and history. If any reader of *The Journal* has any point to which he wishes special attention directed, or any question to ask, the editor will be glad to forward any communication to the contributor dealing with the particular subject concerned.]

CORRESPONDENCE.

THE LONDON COUNTY COUNCIL AND ELEMENTARY TEACHERS.

To the Editor of The Journal of Education.

SIR,—I venture to suggest that the pessimistic tone of "L. B.'s" letter in your September issue is not justified by facts. During the last five-and-thirty years elementary education has monopolized public attention, and it cannot be denied that a vast improvement has taken place in all that relates to the status both of the teacher and of the scholar. It may be conceded that more might have been done, and that much might have been done in a better way; yet we may well be thankful for past mercies and full of hope for the future.

The interests and well-being of the elementary teacher are so bound up with those of the body politic that it would be a matter of sincere regret to the public if he (the teacher) should feel with justice—to take but two points out of your correspondent's letter—that his influence and co-operation were disparaged, and that he was not awarded an adequate remuneration for his labours.

Looked at in a broad way—the only satisfactory mode of regarding the question—it would appear that the first charge

cannot be sustained. These teachers, in combination, form a powerful association, more than 60,000 strong; they publish a widely distributed organ; they, alone of all educational bodies, maintain two or more Parliamentary representatives, who exercise an enormous influence in the shaping of educational politics, whilst they persistently keep a shrewd eye on the narrower field of the interests of their clients.

This does not look as if the elementary teacher were denied his due share of initiative and criticism. In the interests of the community at large, it were much to be desired that the forces of secondary education were consolidated in the same way, and with the same success.

In respect of salaries, the question becomes comparative. Naturally we should all like to have a larger salary, one commensurate with our own views of our importance and deserts; but we must not forget that we are merely units in a vast industrial army. To prove that we are underpaid, we should be required to show that we were placed at a disadvantage compared with those engaged in similar work. The fairest thing, therefore, in this case, is to contrast elementary with secondary teachers. In respect of teachers in secondary schools, both public and private, the matter is complicated by the fact that many receive board and lodging as part of their salary; but, taking all classes of such schools into account, and making necessary allowances, I doubt very much whether the average salary for men and for women respectively exceeds £135 and £100. Moreover, I could a tale unfold as to the woes of assistants in secondary schools with reference to their unrecognized status, insecurity of tenure, long hours of work, indifferent prospects as they advance in years, &c., but I will leave all these things to the imagination of your readers.

My argument, in the present connexion, leads me to accentuate very strongly the fact that, as members of the middle and professional classes, the education of these men and women, through all its stages, has to be met from their own resources; and that, if they go to a University, they cannot even begin to earn a salary before they are twenty-two or twenty-three years of age. The question of endowments and scholarships does not materially alter the case.

Per contra, what do we find? The elementary teacher is provided for by the community from the first: his schooling is free, his education at pupil-teachers' centres is free (even his travelling expenses being paid); his training college course is largely free, whilst he is bountifully helped out of public funds if he wishes to obtain a University degree. Further, he commences to earn at an early age; his salary is assured and regularly paid; he incurs no bad debts; if he be active and successful, he can run up to a considerable maximum (£800 and £600 for men and women respectively, in London). Thus, in exceptional cases, of course, the emoluments drawn by husband and wife together, where both have attained to the headship of departments, may be anything from £1,000 to £1,400 per annum.

Of course, I am aware that many elementary teachers are getting but from £40 to £50 a year; in these cases, however, the requisite qualifications are of the simplest description, and in respect of such teachers we are justified in asking the question—What would persons possessing such a slender equipment be worth in any other employment?

Again—to proceed once more to generalities—"L.B." is not required to hire a schoolhouse, to pay a large rent for a residence, to provide for assistant teachers out of his own income, to pay rates and taxes on school premises, to advertise or tout for pupils, to supply prizes and treats out of his own pocket, to pay for substitutes when he takes a holiday, to bear the loss entailed by epidemics, to provide a fee when his candidates go in for examination. His school is inspected and his pupils are examined, free of all charges, by gentlemen of refined manners and of lofty intelligence, who, in the kindest and most benevolent manner, deign to point out the weak places in his teaching and discipline, and who even condescend to pay "surprise visits," so anxious are they to take every opportunity of ministering to his gratification and instruction. Still, again, he works but five hours a day, and but five days a week; he spends from six weeks to two or three months in holidays, free from all care (sometimes even more than three months, when the school is closed by reason of sickness) and without any deduction from his pay however long the school may remain shut. Lastly, when he is tired of his work he can lay it down

at the age of sixty-five, and, in a certain number of cases, can then enter into the enjoyment of a comfortable pension.

Furthermore, without being called upon to reimburse the community one farthing for the money expended in his education, he can leave the profession whenever he can secure a better berth—as Inspector, clerk to some Local Education Authority, master of higher-grade or of secondary school, publisher's traveller, or the like.

Even if he wished to be put upon the Teachers' Register, this was effected without any trouble on his part, inasmuch as he was automatically placed on the list at the expense of his poorly paid secondary brother, who, in addition, had to take very elaborate steps to apprise the Registration Council of his credentials.

"L.B." has a special grievance against the London County Council Education Committee; but it must be remembered that that Committee has to deal with men who are largely members of a powerful trade union, and it is hardly to be supposed that the demands of such a body could be granted, in full and at once, by a Council expressly appointed to safeguard the interests of the general public. Further, the temper of the L.C.C. would hardly be improved by the advice tendered, by one in authority, to members of the N.U.T. to the effect that they should hesitate before entering the service of such an inefficient and retrograde Authority.

I confess I smiled when I read "L.B.'s" reference to "pert lads" at the Council House. (They were not "L.B.'s" past scholars, I hope.) The representatives of elementary teachers were never tired of girding at the "local manager" of past time. I will say nothing of the sympathy and counsel so frequently associated with such a neighbour and friend; but, taking matters in this connexion at their worst, the prophecy is swiftly coming true which many of us felt impelled to make in face of the creation of these same Authorities—viz., that their little finger would be thicker than the loins of the benevolent despot of the past. I fear it will be no consolation to "L.B." to be told that the administration of elementary education will tend to fall more and more into the hands of these same "pert lads," who ought, indeed, in that position of central authority, to represent the fine flower of the Council schools.

The facts I have adduced are but rarely marshalled before the eyes of the public, and (witness "L.B.'s" letter) are altogether ignored by those representatives of elementary teachers who touch on questions of salary; but, in the face of the persistent endeavours of the N.U.T. to force up salaries and to pit one Local Education Authority against another, it is but fitting that these same facts should be taken into account by all concerned.

When this is done it will be seen that the elementary teacher—apparently without knowing it—is really the favoured child of fortune, seeing that the education he receives at the public cost provides for him a higher social grade, an easier work, and a larger income than is the case in respect of those of his kin who have elected to follow the occupation of their fathers. It is perfectly clear, likewise, that, in many important respects, he is better off than his secondary brother, and, in the matter of money alone (taking into account the pecuniary help he receives from the first), that every £100 of his salary is really equivalent to £150, or even £200, in the case of the latter.

I trust that the considerations adduced will lead "L.B." to the conclusion that he is better off than he thought. At all events, he will have the consolation of knowing that, after all, discontent is divine and that it furnishes the greatest spur to progress. In that case, it would seem that "L.B." will go very far.—I am, Sir, faithfully yours,

SCHOOL MANAGER.

September 14, 1906.

DR. W. T. HARRIS.

To the Editor of The Journal of Education.

SIR,—You have already paid a warm tribute to Dr. W. T. Harris, who has recently retired, after seventeen years of distinguished service, from the post of United States Commissioner of Education. Will you allow me to add that his work has placed under special obligation all who are studying educational questions in this country? The thick black volumes of the Commissioner's Annual Report are among the hardest worked books on the shelves of any one who is engaged in the comparative study of educational systems. With considerate

liberality, the United States Government places the valuable reports of its Bureau of Education within the reach of every responsible educational worker throughout the world. Our own Treasury has not yet realized how much good will a nation gains by a wise generosity in thus distributing the scientific results of its official investigations.

The establishment of the office of Director of Special Inquiries and Reports at the Board of Education, when Mr. Arthur Acland was the Cabinet Minister responsible for our educational policy, would never have taken place had not the work of the United States Bureau at Washington served as a convincing precedent for the formation of a similar Department in this country. The high position and authority now enjoyed by the U.S. Bureau of Education are due in no small degree to the wide-minded superintendence which Dr. Harris has given to its work.

When he began to publish in his reports occasional studies on English education it became clear that no other American writer since Emerson had shown such deep insight into the conditions of our educational life. As a result of his work, and through the influence of President Murray Butler, Dr. W. H. Maxwell, Prof. Hanus, and others, American writing upon English education is now distinguished by a degree of technical knowledge and of sympathy which has done not a little to strengthen the ties of personal friendship between the two countries.

To all English students of education visiting Washington Dr. Harris has given without stint the benefit of his counsel and many-sided knowledge. He has also accorded to them a welcome the courtesy and geniality of which remain among their pleasantest memories. It is a stimulating and memorable experience to discuss the social and philosophical bearings of some great educational problem with this descendant of Roger Williams. *Vivat!*—Yours faithfully, M. E. SADLER.

Eastwood, Weybridge, October 19, 1906.

A SCIENCE SYLLABUS FOR PREPARATORY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Might I request a little space in order to plead for a reform in the Elementary Science papers alternative with Latin verse set at the Common Examination for Entrance to Public Schools. I have before me some of the series taken at random. One paper consists of Part I., Mechanics and Hydrostatics, and Part II., Botany—the latter plain and straightforward, it may be admitted; in another one notices reference to the claws of a cat or dog, full moon, metals of railway lines, barometer, and stratification of rocks; again, a third takes the physiological side of botany, the range further including caterpillars and their jaws, birds and their eggs, and questions on physiography. Such variety might meet the requirements of a paper on general knowledge in elementary science, but I would submit that teachers are thereby discouraged in their endeavours to give their pupils a systematic and efficient training in elementary science such as would lead up to the work of the modern side.

I would therefore urge that, following the example of other examining bodies, a good syllabus should be drawn up, so that candidates need not depend on the various odds and ends picked up promiscuously in or out of school. And this, after all, would be only fair; for Latin verse is a clearly defined subject—there is no mistaking the road to Parnassus; the track is well beaten and there are plenty of sign-posts—but, while I am convinced that there can be no desire to discountenance science by flank attack, yet, as the matter stands, this concession to modern tendencies is to all practical purposes a dead letter; for one can well conceive boys being carefully prepared in this subject and nevertheless finding themselves confronted by a paper containing a minimum of questions bearing upon their tentative curriculum.—Yours &c.,

E. J. PETITFOUR.

UNIVERSITY TRAINING FOR PRIMARY TEACHERS.

To the Editor of The Journal of Education.

DEAR SIR,—Your Austrian correspondent in the "Colonial and Foreign Notes" in your last issue expresses a wish that Oxford and Cambridge should follow the example of Austria and obtain for primary teachers access to the University. He says: "We see no reason why the older Universities should not furnish to the primary school teachers trained under the influence of great traditions."

Will you allow me to inform him that what he regards as a possibility became an actuality in Oxford fourteen years ago? In 1892 the college which I have the honour to represent was established in order to enable intending elementary teachers to receive the necessary training for their professional career while at the same time they are full members of

the University qualifying for their degree. From that time onward we have been continuously sending men thus qualified out into the country—few indeed, but, we trust, fit. Two-thirds of them have taken Honours in the University, five getting First Classes and twenty or more Second Classes. We have this year had our power for doing our work thoroughly increased by some liberal benefactors, and are this month enrolling a record number of students. We cordially accept your correspondent's motto: "For the people the best is not too good."

I may say that the sister college at Cambridge came into existence either at the same time as ourselves or very shortly afterwards.—I am, Sir, yours very truly,

October 12, 1906.

G. R. SCOTT,
Acting Principal, Oxford University Day
Training College.

DOGMA V. ATMOSPHERE.

To the Editor of The Journal of Education.

SIR,—Your correspondent "L. P." in his short note on my letter published in the August number of *The Journal of Education*, has expressed a desire, which many others must share, for a religious atmosphere, a "recognition of higher things" in the schools, which he truly says find their place among the most "helpful recollections" of school life. Whilst heartily agreeing with him on this point, I should like to reiterate the opinion expressed in my former letter, namely, that the teacher whose own conviction has taken definite shape, and whose imaginative sympathy is rooted in his own personal experience, is best able to give religious instruction in a way to produce reverence and "atmosphere" and to avoid the destruction of Christian charity.

Your correspondent has raised the practical question, and I should like to add a word or two on that subject. First, it is true that even the simplest Bible teaching is in a degree dogmatic, and that all lessons, including those on religion, imply an acknowledgment of authority. But, secondly, my position by no means implies over-emphasis on dogmatic teaching; rather I wished to lay stress on the fact that a deeper and wider educational basis can be laid by a teacher who approaches the religious question from a definite standpoint. Thus I deprecate any attempt to place at a disadvantage the convinced teacher belonging to the Church of England and other definitely professing religious bodies, on the ground that the influence of the intellectually convinced religious life is a valuable educational element.—I am, Sir, &c.,

E. F. J.

SLOMAN'S LATIN GRAMMAR.

To the Editor of The Journal of Education.

SIR,—Would you kindly permit me to offer a word of explanation with regard to my Latin Grammar, reviewed in your last issue? You criticize the limitation of the book to the literary dialect of a few standard authors. But my Grammar is expressly written for those who wish to pass examinations and win scholarships. From such this model of Latin is required by examiners, and all deviations therefrom militate against success. If this be wrong, it is the fault of the examiners, not of a grammar intended to meet their requirements. May I remark, in conclusion, that "sensit medios delapsus in hostes" is included as an example of a Hellenism, while

"Amantium irae amoris integratio 'st"

is excluded as a bad model for Ciceronian prose?—I am Sir,

A. SLOMAN.

SIMPLIFIED SPELLING.

To the Editor of The Journal of Education.

SIR,—Your sympathetic article on the Spelling Ukase deserves the thanks of educationists. Whilst the common spelling needs to be modified for ordinary purposes, a thing which every one can do for themselves if they will make a beginning, none dare hinder, there is much more need for a thoro reform rather than simplification for school purposes. In this domain the fonetic factor needs to be put into force. The time is more than ripe for practical measures being adopted, so that the excessiv waste and indifferent results may be curtailed; further, once introduced into the schools it will pave the way for the natural adoption of similar innovations in ordinary riting and printing.

It is pleasing to learn that the Senatus of the London University is endeavoring to get the Education Department to appoint a Committee of Investigation relativity to voice and speech training.—Yours, &c.,

Laburnum Hous, Hetton-le-Hole, S.O.

October 19, 1906.

H. DRUMMOND.

JOINT MATRICULATIONS.

To the Editor of The Journal of Education.

SIR,—The obvious inconvenience to schools of an incomplete system of interchanging Matriculation Examinations is so great that I make no apology for making an appeal to your readers. Now that Oxford and Cambridge accept the London Matriculation, on the one hand, and the Joint Matriculation of Manchester, Liverpool, Lee's,

and Sheffield, on the other, it seems absurd that the London and Joint Matriculations are not interchangeable. May I beg your readers to urge teachers' associations to approach the interested Universities and press on them the importance of removing one more hindrance to efficient work in schools?—I am, yours sincerely,

Bootham School, York.
October 16, 1906.

ARTHUR ROWNTREE.

TEACHERS' GUILD NOTES.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but "The Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

To the active supporters of the Teachers' Guild and its broad general aims it has always been interesting—sometimes painfully interesting—to watch the rapid development of sectional associations of teachers, each with its own special ends, during the last twenty years or so. They could see that in each case there was a valid motive and much justification for the concentration of particular classes in the profession into groups working for particular aims, but they also have noted that each such segregation tended to weaken the profession as a whole in dealing with administrators and outside influences generally. To them, therefore, it has not been a source of any surprise that, now that almost every kind of teacher has his or her own association, there should emerge a new centripetal tendency, taking the shape, mainly, of attempts at federation in larger groups, still, however, of a more or less sectional character, whether the bond be that of locality or that of kindred interests. Of the former class instances are supplied by the efforts to bring London teachers or North of England teachers together, as such; of the latter, by the overtures which various associations of secondary-school teachers have been making to each other. The disadvantage of the former class of tendencies is that it leads to the multiplication of units which are largely identical, distributed about the kingdom; of the latter that it sets two large groups of teachers, the primary and the secondary, in opposite camps, engaged to a large extent in attempts to thwart each the other's aspirations. Both tendencies are opposed to that unity which is necessary if teaching as a profession is to take its proper place among our great activities. It is the business of the Teachers' Guild "to obtain for the whole body of teachers the status and authority of a learned profession." Unless it keeps that aim steadily before it, it has no right to exist under its present constitution.

THIS is the reason why the Guild is anxious to promote the movement which has been set on foot for the establishment of an Annual General Education Congress, in which *all* associations of teachers, whether primary or secondary, shall be entitled to take part. Such a Congress would obviously contain the element of impressiveness by mere weight of numbers. There are more than eighty associations which have a claim to be invited to support it. It would attract the attention of those who are responsible for the organization and the curricula of our schools of all kinds—public and private, secondary and primary. It would also be of great moral weight, as showing that all teachers, *qua* teachers, have certain broad interests in common which are only put in the background, not obliterated, by the too numerous subdivisions which now exist among their associations. In order to hold itself together with any permanency it would have to discuss broad questions of education, and only these, in full conference; but the special educational interests of sections of the profession would find their media of expression in sectional meetings held during the Conference week. The annual business meetings of different associations could also be held in connexion, as to date and place, with the General Congress.

THE Provisional Committee which is attempting to start the

organization of a General Education Congress has sent out a circular letter quite recently to the various educational associations, with the following questions:—

1. Does your Association think that the establishment of a General Education Congress is desirable?
2. Is your Association prepared to support such a Congress—(a) By nominating a representative to a Joint Committee for the Congress? (b) By circulating information (full Programme, &c.) about the Congress among *all* its members? (c) By endeavouring to arrange its Annual General Meeting in connexion with the Congress? (d) By contributing to the expenses of the Congress, if required to do so?
3. If January does not seem suitable, what alternative period or periods of the year does your Association suggest?

A scheme for the Congress is appended to the letter, giving suggested date, place, time, and character of meeting. The General Secretary of the Guild is acting as Hon. Secretary of the Provisional Committee.

THE next meetings of the Teachers' Guild Education Society will take place on Monday, November 12, and Monday, December 3, at 7.45 p.m. The subject of discussion in November will be "The Teaching of Arithmetic," opened by Mrs. White, D.Sc., and Mr. A. Kahn, M.A., University College, London; in December, "The Teaching of Local History" (with special reference to London), opened by Miss Spalding, Goldsmiths' College. The paper read by Miss Gray, of St. Paul's Girls' School, on "The Teaching of Systematic Grammar," at the October meeting, will be published in the next number of the *Teachers' Guild Quarterly*.

JOTTINGS.

THE Cambridge University Press announces an important work in preparation, "The Cambridge History of English Literature," to be completed in fourteen volumes. It will follow the lines of "The Cambridge Modern History," each chapter being written by a specialist. The names of Dr. A. W. Ward and Mr. A. R. Waller as editors are a guarantee of accuracy and thoroughness. A considerable reduction is offered to subscribers for the complete work.

WE wish God speed to the Rev. Cecil Grant, who is starting a co-educational public school at Harpenden, having outgrown his quarters at Keswick. He has found his prophet in Mr. E. Curtis, an old pupil, who, in "An Uppingham for Boys and Girls," proclaims that the mantle of Thring has descended on Grant and that the world's great age is to begin anew at Harpenden. Mr. Grant is a modest man, and he will be embarrassed by being told that he is as Skiddaw is to Keswick, and "St. George's School is ready, swept and garnished," is not a happy phrase. But, after discounting hyperboles, the pamphlet is a signal testimony to the success of Keswick, and we are glad that the experiment is to be repeated on a larger scale.

MISS CONNOLLY, who has been for thirty years the Head Mistress of Aske's Hatcham Girls' School, has resigned. Miss Connolly was one of the original founders of the Teachers' Guild.

THE Calendar of the University of London, 1906-7, is in three stout volumes, each about the size of an Oxford or Cambridge Calendar. Vol. I. contains the constitution and complete lists of students, graduates, &c.; Vol. II. is of special interest to internal students and contains regulations, curricula, and scheme of examinations, courses of instruction, &c.; Vol. III. gives the regulations for external students. The price of Vols. I. and II. is 5s. each; of Vol. III., 2s. 6d. Orders should be addressed to Financial Secretary, University of London, S.W.

THE Cambridge University Calendar, 1906-7, grows in bulk. The current volume contains 1216 pages, besides nearly a hundred pages of advertisements. The price is 7s. 6d. net, the publisher G. Bell.

PROF. VIÉTOR's answer to the question proposed in *Modern Language Teaching*—How are howlers ("sinnlose Übersetzungen") to be avoided?—resembles *Punch's* advice to those intending matrimony. It is, in a word, by not translating. Translation, he tells us, is an

invention of the Devil ("ist vom Übel"), a survival of the old Adam. Schoolboys will welcome the new dispensation.

LORD ROSEBURY ON LIBRARIES (October 26).

Death duties are a tax upon the living,
Our rarest books to Pierpont Morgan giving.
Let Mr. Asquith give some fraction back
To save art treasures from the wolfish pack.
This modest claim, I know, aside he'll thrust—
What Chancellor frames his Budget to be just?
"A University," so spake Carlyle,
"Is a good library." He makes me smile.
To make a British regiment tip-top
It only needs a well stocked butcher's shop!
Students should not indefinitely browse
Like bison, but be tethered like Dutch cows.
Without a guide they'll fill themselves with chaff;
Nine-tenths of all our books are husks and draff.
One word to end this casual oration:
I'm an outsider and I know my station;
But, *faute de mieux*, I will serve the nation
As Royal Commissioner on Book Cremation.

Les Langues Vivantes is a fortnightly review for the use of schools (price ½ franc). Each number has a descriptive and a literary review, and there is an English, French, German, Italian, and Spanish part. The English spelling is not immaculate, and "Some great shepherds driving their flocks of houses (Victor Hugo)" is not a model translation. It has, however, some distinctive merits—e.g., the politics of the fortnight for each country. Burns & Oates are the English publishers.

THE University of Rennes offers special advantages to foreign students. We have before us the programme for the winter term, December 15 to March 15. Nine hours a week are assigned to practical instruction in French—phonetics, reading, translation, and grammar, and there are complementary courses in French literature, history, geography, and institutions. A diploma is awarded on examination at the end of the course. The tuition fee, including matriculation, is £4. M. Feuillerat, 31 rue de Fougères, Rennes, will supply further particulars.

MR. G. E. S. COXHEAD, assistant master in the Liverpool Institute High School, has been appointed Head Master of Hineckley Grammar School. Mr. Coxhead is a past President of the I.A.A.M., and he has taken a leading part in the formation of the English Association.

By an oversight we omitted last month to record the tragic death of Dr. Richard Lloyd. He was attending the Esperanto Conference at Geneva, accompanied by his daughter. One day he did not return to his hotel, and a fortnight afterwards his body was found in the Rhone. To most of our readers he will be known as a linguist and a phonetician. He was a constant, though occasional, contributor to *The Journal*, and a letter of his which appeared in our September number must have been his last public utterance. Few who read his criticisms in *Fach* journals or heard his lectures were aware that he was an active man of business as well as a professor. He was a man of many activities, and both in business and in municipal life he showed the same untiring energy and thoroughness that he did in scholarship and research.

WE hear much of the beggarly pittance of two lessons a week which the Bill provides for denominational instruction. It is instructive to compare the time actually given to religious instruction of all sorts in secondary schools which have a free hand and when the time-table is determined by the head master, more often than not a clergyman. Prof. Sadler's report on Essex gives the curricula of twenty-three secondary schools. The average time per week set down for religious instruction works out at exactly 1½ hours. The highest figure (at a private school) is 3 hours, and in four schools there is none.

"RECONSTRUCTION of the Cabinet. Dr. Macnamara to take Mr. Birrell's place." This wild *canard* was started by the *Manchester Courier*. The editor of the *Schoolmaster* may in time succeed "Obiter Dicta"; unlikely things have happened, but

"Thy wish was father, Harry, to that thought."

THE following lectures have been arranged for November by the Childhood Society. The lectures are given at the Parkes Museum, Margaret Street, W., at 8 p.m.:—November 1, Mrs. Kimmins, "The Hospital School"; November 8, Prof. Earl Barnes, "Children's Sense

of Humour"; November 22, Mrs. Kimmins, "An Experiment in Vacation Schools."

THE Modern Language Association propose to arrange a course of six lectures on Practical Phonetics, with special reference to French, to be held during the second week in January. Each lecture will be followed by a class. As the numbers of the class will be limited, teachers desiring to join should send in their names to the Hon. Secretary, Mr. W. O. Brigstocke, Berkhamsted School.

"CAN any of your readers tell me of a German Dictionary similar to the French Dictionary by Pierre Larousse?—X."

HERE is a new arithmetical puzzle. The sum was actually set the other day to a class of children: "On a farm there are 752 animals; 49 are horses, 562 are sheep. How many cows are there?"

A WELL deserved tribute was paid to Mr. Alfred Goddard on his retirement from the public service. Mr. Goddard was Clerk to the Newcastle-upon-Tyne School Board from its inception in 1871 to its close, and since then he has been Secretary to the Education Committee. Sir Walter Plumer, in presenting the resolution of thanks, said the name of Alfred Goddard would be handed down as inseparably connected with the history of education in Newcastle.

WE learn from the *Age* (Melbourne) that the colony of Victoria has taken the first step in introducing compulsory military training into public schools. Every boy over the age of thirteen will henceforward have to undergo a course of military training lasting not less than two years. The Government will supply rifles and military instructors.

THE Primate in the peroration to his speech on going into Committee had one very happy simile and one unfortunate literary allusion. He compared the Bill to a patient who has been maimed and mangled on the battle field, patched up by Army surgeons and mismanaged by hospital nurses, and is brought at last to the great consulting physician (the House of Lords) who has to make the best of a bad job. But he went on to compare it to Wordsworth's maid, "Whom there were very few to praise and very few to love." What higher compliment could he have paid to a Bill which he had just been pronouncing unjust, unintelligible, and unworkable?

WE are asked to state that the writer of the article "Secondary Education in French Convents," signed "P.," is Mlle. Pécontal.

THE Solicitor to the London County Council must be a humourist. Authorized by some sub-official of the Council during the vacation to take counsel's opinion on the bearing of the West Riding judgment, he went to Sir Robert Findlay, the Law Officer of the Crown responsible for the legal aspects of the 1902 Bill. How Sir Robert must have chuckled as he wrote: "In my opinion the judgment of the Court of Appeal is erroneous!"

THE REV. E. C. SELWYN has announced his intention of resigning the Head Mastership of Uppingham, which he has held since the death of Mr. Thring in 1887.

THE *School Guardian's* comments on Mr. Nevinson's *Westminster* articles to which we call attention elsewhere are delightfully naive. It takes quite seriously the writer's Socratic confession that he knows nothing about education, and proceeds to prove it by showing how false are the inferences that he draws from his facts, which are not disputed. Mr. Nevinson found no practical difference between a Scripture lesson given in a provided and in a non-provided school. True, replies the *School Guardian*, the difference may be imperceptible to an outsider, but "the same lesson given in a provided school would, if given in a Church school, become denominational, and therefore practical, by the mere fact of being given in the latter." "O tu tremendi religio loci!" The writer notes the difficulties felt by both classes of teachers in giving lessons on the Old Testament. Such difficulties, replies the *School Guardian*, cannot exist for Churchmen: they are all solved by a reference to the Calendar of the Church. "O sancta simplicitas!"

THE National Association for the Feeble-minded have arranged for a Conference to be held at Denison House, Vauxhall Bridge Road, S.W., on November 8. Dr. Boulenger (Belgium), Sir E. Brabrook, and Dr. H. Ashby will read papers.

M. EDMOND BARBIER, B.A. (Honours, Wales), fourth son of Prof. Paul Barbier, has been appointed Assistant Lecturer in French Language and Literature in the University of Birmingham.

UNIVERSITIES AND SCHOOLS.

OXFORD.

The academic year opens with a new Vice-Chancellor, Dr. Merry having resigned after holding office for barely two years. The duties of the Vice-Chancellor are plainly becoming increasingly onerous, and no recent tenant of the chair has completed his natural term. A simple and conclusive test of the growth of University business in recent times was forcibly put by Dr. Merry himself in his formal address to Convocation on laying down his office. The Statute Book of thirty years ago, he reminded us, was a volume of 392 pages; to-day it numbers 651, and, when it is remembered that a mass of obsolete provisions has been repealed, it is safe to say that the body of University law has been more than doubled in a generation. What he did not, and could not, say, though it is increasingly evident to the body of residents, is that the clumsy device of governing a University, in the last resort, by non-residents is becoming daily more unsuited to the present conditions of academic needs and growth. It may be said, broadly, that where Convocation agrees with Congregation the reference is a waste of time; where it differs Congregation is uniformly wrong.

The new Vice-Chancellor is Mr. Warren, President of Magdalen. He belongs to the so-called "Liberal" academic party, though, as everybody knows, these names have had very little real significance in University politics for many years past. He would probably be described as a "moderate progressive"; but more important than these vague labels is the fact that for years past he has steadily worked on several of the most important delegacies and other administrative bodies. In the last *Calendar* he appears as a delegate on all the strictly educational bodies—viz., University Extension, Local Examinations, the "Joint Board," and the Training Delegacies, both elementary and secondary. He is also on the Board of Faculty of Arts, the Board of Modern Languages, the Delegacy of the Museum, and the Delegacy for Instruction in Forestry; and, finally, he is a Curator of the Botanic Garden and of the Common University Fund.

This list will perhaps be felt to err, if at all, rather by excess than defect: but, at any rate, since the Vice-Chancellor is *ex officio* on all Delegacies and Boards, it must be an unmixt advantage to him on taking office to have had so varied an acquaintance with the work, and the workers, in so many different departments of academic activity.

The deaths of Oxford men reported since June are as follows:—Mr. G. H. Morrell (Exeter), formerly M.P. for Mid-Oxon. (61); Rev. H. F. Leigh (Merton); 46; Rev. T. B. Cornish (Oriel), Hon. Canon, Chester (91); F. H. Joyce (Christ Church), formerly Tutor (77); A. J. Forman (non-collegiate), barrister-at-law (52). To these must be added the name of Miss A. C. Maitland, Principal of Somerville College—a loss which, though technically unconnected with the University, is the subject of deep regret both in academic circles and among all interested in education. Her able administration of the college, attested by its rapid growth, is widely known; and the tributes which have appeared since her death have revealed something of the wisdom, sympathy, and untiring effort which were always at the service of the students, both past and present. It is clear that her place will be very difficult to fill, and the provisional arrangements made in view of her illness continue for the present.

In regard to legislation, there is nothing new as yet to note. Two statutes are before the University, one introduced last year to rearrange the duties of the Registrar, which has been through its earliest stages; and one making English a possible alternative in Responsions for Greek or Latin for non-European British subjects. The latter has a certain interest as another example of the numerous minor adaptations required to meet the needs of students from all parts of the world, British or foreign. The movement has been stimulated by the Rhodes bequest and its consequences, but other causes have co-operated.

I observed some time ago that the encouragement of new studies by the institution of diplomas was leading to one rather unexpected and very desirable result: namely, the employment in the newer studies of teachers in the older schools who were known to have special knowledge or aptitudes that could be made available. The lecture lists of this term show striking examples of this. Thus, in Economics, besides the economists by profession, we have the following teachers in Philosophy, History, and Literature contributing lectures, namely: Messrs. Blunt, Marriott, Carlyle, Ball, and Wakeling; in Geography, Messrs. Grundy and Myres; and in Anthropology, besides the Professor of the subject, Messrs. Blunt, Myres, Ball, Farnell, and Marett, and Profs. Rhys, Morfill, Bullock, and Vinogradoff. The chief danger of a special study is narrowness; and nothing could be better than that highly distinguished teachers (like those above mentioned) should present the study from their own points of view, and thus reveal connexions and supply illustrations at first hand which might otherwise remain imperfectly grasped, or even unsuspected, by the special student.

The Long Vacation is usually the building-time *par excellence* of the colleges: and this year much has been done since Commemoration in completing or continuing additions. Balliol has refaced the old

library, and is rebuilding to the north of the tower in St. Giles; Merton has finished a new wing, and is building the Warden's new house adjoining the south end of University; Lincoln has opened a new library in the garden, near Brasenose; Jesus is extending its buildings along Ship Street; and Hertford is beginning a new chapel. The verdict on the effect of the new buildings seems so far to be favourable.

The following are among the announcements in the *Gazette*:—

Deputies of the Vice-Chancellor: Rector of Lincoln, President of Trinity, Principals of Brasenose and Jesus. University Scholarships: Geographical: N. de L. Davies (Jesus). Hebrew: Junior Kennicott—M. H. Segal (non-collegiate); Pusey and Ellerton—J. D. Lewis (non-collegiate).

Lectures: Romanes Lecture—W. P. Ker (All Souls), Professor of English Literature in University College, London. Lord Curzon at first accepted the appointment, but later wrote to resign; and Prof. Ker was appointed in his stead. Lecture to be given November 24, on "Sturla the Historian (Iceland and Norway in the thirteenth century)." Special Professors' Lectures: A. J. Evans, on "Minoan Civilization," Wednesdays, at 5; Prof. Sayce, "Recent Assyriological Discoveries," November 6, at 2.15; C. J. Ball, "Babylonian Conceptions of Deity," November 8, 5.45; F. Ll. Griffith, "Herodotus in Egypt," Thursday, 5 p.m.; Prof. Mackail, "Chaucer," November 9 and 16; Prof. Holmes, six lectures on "Raphael," Wednesday, at 6.

SOMERVILLE COLLEGE, OXFORD.

The Council of Somerville College has awarded a Fellowship to Miss Florence Isaac (Girton College, Cambridge, and Society of Home Students, Oxford), who has undertaken an investigation of the refractive indices and other properties of crystallizing solutions and a study of the early stages of crystallization.

Miss Bruce has been appointed acting Principal till Christmas.

CAMBRIDGE.

During the Long Vacation we have lost Prof. Marshall Ward, a botanist who won his high name by his own energy and powers of intellect. An interesting notice of his life is in the first number of the *Cambridge Review*—an article which will add to the respect felt for his memory.

The creation of the Quick Professorship of Biology meant a chair to be filled at the beginning of this academic year, and it has been filled to every one's satisfaction by the promotion of Mr. Nuttall from the Readership in Hygiene. During the last few days another chair has seemed likely to become vacant by the appointment of Dr. Kirkpatrick to the Deanery of Ely. Dr. Kirkpatrick became Regius Professor of Hebrew at the early age of thirty-three. He held the chair till 1903, when he rose to Lady Margaret Professorship of Divinity; while he has been Master of Selwyn for eight years. It is probable that both positions will be vacated by his removal to Ely.

Ely took Dr. Chase from us last year, and during the Vacation his successor in the Lodge of Queens' College was appointed. It is hard to think that there can be any other feeling in Cambridge than pleasure at the thought of Mr. Fitzpatrick following Dr. Chase from Christ's to Queens'. His character and personality command the respect and friendship of all who know him, and his Cambridge friends will hope to have him long with us.

We have matriculated 1,021 freshmen, while Newnham and Girton between them have 80 or 90 fresh students. People who affect cynicism pleasantly inquire what it is that brings students to Cambridge rather than elsewhere. It does not, somehow, occur to them to compliment professors and lecturers on their attractive powers. It can hardly be the scenery, the climate, or our much maligned water supply. The only suggestion is that it must be all due to the Bishop of London's revelations of the drunkenness of Oxford.

Even so early in the term we have had an excitement. A war of flysheets, thick and fast, culminated in the abolition of the Senior Wrangler on Thursday, October 25, 1906. For an hour and a quarter we voted on grace after grace, till grace 9 was carried by 206 to 169; and now, as soon as the due formalities are put through, there will be no more Senior Wranglers. It was a case of "stat magni nominis umbra," and it is no loss to have done with a form from which all or most of the reality had ebbed away. It will be a picturesque touch the less at the June Congregation, and, let us hope, a new opportunity for the study of mathematics unencumbered by traditions.

BEDFORD COLLEGE FOR WOMEN, LONDON.

The Council have appointed Miss M. B. Strachan, M.A., as assistant in the Department of English; Miss N. F. Wetherston, B.Sc., as

assistant in the Department of Physics; and Miss Hilda Gibb, Mathematical Tripos, Cambridge, as assistant in the Department of Mathematics. The Council have awarded a Research Scholarship in Physiology to Miss May Tweedy, Natural Science Tripos, Cambridge, and the Deccan Scholarship in Arts to Miss Florence Place, of the Queen Elizabeth School, Mansfield.

Three public lectures will be delivered during the Michaelmas term on Thursdays, at 5 p.m.: November 1, "Plato," by E. D. A. Morshead, M.A.; November 15, "Expression in Greek Sculpture" (lantern illustrations), by Prof. E. A. Gardner; December 6, "The Parthenon" (lantern illustrations), by A. B. Cook, M.A., Lecturer in Greek, Bedford College. These lectures are open free. Cards of admission are not required.

In the Training Department for Secondary Teachers three scholarships of the value of £20 each for one year are offered for the course beginning January, 1907. The scholarships will be awarded to the best candidates holding a degree or equivalent in Arts or Science. Applications should be sent not later than December 15, 1906, to the Head of the Training Department, from whom the necessary entrance forms and other information can be obtained.

ROYAL HOLLOWAY COLLEGE.

The entrance scholarships have been awarded as follows:—Scholarships of £60 for three years to M. Y. B. E. de Ternant, French and German (with credit for Pure Mathematics), Church Company High School, Streatham; L. K. Ellis, German and French, University College, Bristol; W. M. Seville, Mathematics and Chemistry, Notting Hill High School; M. E. White, Mathematics, South Hampstead High School. Scholarships of £50 for three years: O. C. Beach, Classics (with credit for Pure Mathematics), Mary Datchelor School; M. M. Green, History and English (with credit for French), St. Winifred's, Eastbourne; D. Menzies, Chemistry and Botany (with credit for Pure Mathematics), North London Collegiate School; E. P. Padfield, Botany and Chemistry, Mary Datchelor School; M. N. Roberts, French and History (with credit for English), Elwy Hall, Rhyl; W. Wright, Mathematics, Durham High School. Scholarship of £40 for three years to E. I. Hartnell, Classics, Kensington High School.

Miss J. L. Coates has been appointed Staff Lecturer in German.

A lecture on "Botticelli," with lantern slides, will be given by Mrs. Burton Brown on November 22, at 8 p.m.

ST. MARY'S HOSPITAL MEDICAL SCHOOL.

The following awards have been made as the result of the entrance scholarship examinations held on September 24, 25, and 26:—Open scholarships in natural science: G. Roche Lynch, St. Paul's School, and R. G. Sparkes, Felsted School (equal, £145 and £78. 15s., the sum of the two scholarships equally divided); A. Murray Stuart, Cheltenham College (£52. 10s.); P. Withers Green, Epsom College (£52. 10s.). University Scholarships: W. D. Hopkins, B.A. Trinity Hall, Cambridge (60 guineas); F. G. Caley, B.A. Pembroke College, Cambridge, and G. H. Drew, B.A. Christ's College, Cambridge (equal, 60 guineas). The Epsom College Scholarship (value £145) has been awarded to T. W. W. Powell, a student of the College, on the nomination of the Head Master.

MERCHANT VENTURERS' TECHNICAL COLLEGE.

Owing to the kindness of the Bristol Education Committee, it has been found possible to carry on the work of the College, notwithstanding the serious damage lately done to their main building by fire. The Committee has placed at our disposal the Castle Council schools, embracing large buildings which accommodated over a thousand children. These schools are being fitted with the necessary lecture theatres, laboratories, and workshops with all possible speed, and, meanwhile, other institutions in Bristol are lending their lecture theatres and laboratories; so that most of the day students and nearly all the evening students will be able at once to continue their practical work.

Fortunately, a large part of the newest machinery of the Engineering Department, especially the experimental engines and dynamos, which cost over £2,500, have been saved, as they were placed in a separate building containing many of the College workshops and situated at some distance from the one injured by the fire; moreover, the basement of the main building has suffered comparatively little, and in this are the mechanical and electrical engineering laboratories and the engineering workshop. Most of the apparatus and machinery in these departments will be available for use in a relatively short time, as some parts of them are undamaged, while others have sustained damages which can be speedily set right. The engineering students, who form the most important section of the Technical College day classes, will, therefore,

be deprived of the opportunity of doing practical work for only a short period.

SCOTLAND.

The Quatercentenary celebrations at Aberdeen University in the end

Aberdeen.

of September were in every way successful, and, in the general opinion of those who were present, the ceremonies as a whole made the finest and the most admirably managed academic festival that has taken place in Great Britain for many years. There were more than 230 delegates, bringing addresses from Universities and learned societies in Great Britain and Ireland, Canada, Australia and New Zealand, India, South Africa, the United States, South America, Japan, Austria-Hungary, Belgium, Denmark, France, Germany, Holland, Italy, Norway, Russia, Sweden, Switzerland, and Syria; and about 130 other men of learning came as guests of the University. The celebration began on the morning of September 25 with an impressive service in the beautiful chapel of King's College, and in the afternoon of the same day the University, with the delegates and guests, walked in procession through the streets of Aberdeen to the Strathcona Hall, a temporary building, where addresses were presented and brief speeches of congratulation were made by delegates representing the various nations. On the following day, honorary degrees were conferred in the Mitchell Hall, Marischal College, and on Thursday, September 27, the new buildings at that College were opened by the King and Queen. On the evening of the same day Lord Strathcona, Chancellor of the University, entertained to dinner the whole University, including the governing body, the staff, the officials, the graduates, and the students, along with the delegates and the guests of the University. About 2,500 people attended, and the arrangements were so excellent that the banquet passed off without a hitch, although the size of the hall made speech-making practically impossible. Among the other festivities were a dinner given by the Town Council, several receptions and garden parties, a students' dance, a students' symposium, a torchlight procession, and various excursions. During the four days of the festival the weather was perfect, and in the bright sunshine Marischal College, which is now one of the finest granite buildings in the world, was seen at its best. The building opened by the King completes an extension which was begun about 1892, and which has cost nearly a quarter of a million, raised almost entirely by subscription.

Mr. Gilbert Austin Davies, M.A., Gladstone Professor of Greek in

Glasgow.

the University of Liverpool, has been appointed by the University Court to the Chair of Greek in Glasgow University, vacant by the transference of Prof. Phillimore to the Chair of Humanity. Prof. Davies was educated at Owens College, Manchester, and Trinity College, Cambridge. In 1892 he was elected a Fellow of Trinity. Before he went to Liverpool in 1898 he was an assistant lecturer at King's College, Cambridge, and he also taught for eight years at Newnham. Many brilliant men have occupied the Greek Chair at Glasgow, and Prof. Davies's career encourages the expectation that he will fully maintain the traditions of his new office.

In his opening address at St. Andrews University Principal

St. Andrews.

Donaldson announced that the Rector, Mr. Andrew Carnegie, had offered to the University £10,000 to build an addition to the library, and £12,500 for a physical laboratory in connexion with University College, Dundee. Principal Donaldson devoted his address to the advocacy of spelling reform.

On October 16 Mr. Carnegie formally opened the new Engineering

Edinburgh.

and Physical Laboratories which have been built at Edinburgh University. The Engineering Department has been in use for about a year, and the Physical Laboratories, which have cost £24,000, contributed by the Corporation of Edinburgh, the Carnegie Trust, and others, are now approaching completion. In his speech Mr. Carnegie made a vigorous onslaught on theology, philosophy, and classics, and held up to admiration the American Universities, on account of their devotion to scientific research. His strictures on the older Universities of England drew a retort courteous from Mr. A. J. Balfour, who presided as Chancellor. In a witty speech he convicted Mr. Carnegie himself of metaphysics, and indicated the remarkable scientific achievements of Cambridge, in spite of the "contemptible" amount of Greek which it still exacted from its entrant undergraduates. In connexion with the opening of the buildings, honorary degrees were conferred on Lord Elgin and Mr. Carnegie.

On October 19 Mr. Haldane, Rector of Edinburgh University, formally opened the additions which have been made to the University Union. The extension includes a debating hall, a dining room, a lesser hall, a library of eight thousand volumes, two fives courts, and a billiard-room; and the total cost has been £26,000. Addresses were given by the Rector and the Chancellor, and Mr. Haldane was afterwards entertained at a house dinner in the Union.

IRELAND.

The only event of importance in Irish education during the past month is the beginning of the sittings of the Royal Commission for the hearing of evidence. They began on October 16 and concluded, to every one's surprise, on the 24th. They were held in the

The Royal Commission on Trinity College.

Board Room, Trinity College, the office to which letters are to be addressed being 16 Ely Place, Dublin. The next sittings will take place in London early in November; it is not announced whether there will be any further sittings, or how soon the Commission will conclude its work.

The small number of witnesses called and the shortness of the present sitting have given rise to a general belief that the Government have already decided on what changes they will propose, and on the settlement of the whole Irish University question they will put forward. Sir Anthony Macdonell, the central figure in a host of mysterious political legends, is credited with the authorship of the scheme, and the Commission is said to be a mere cover to serve as an introduction of the measure. These, however, are but rumours.

A vast mass of evidence was taken by the Commission of 1901, which the present Commission will make use of, but that evidence was not given in reference to Trinity College, and a very different body of opinion might have been brought to light had the witnesses considered it possible that the solution of the University question could take place through changes in the constitution of Trinity College. It is just this mode of settlement that the present Commission ought to consider thoroughly before proceeding to recommendations which may only issue in legislation adding another page to the history of the mistaken and abortive attempts to settle the question in the past.

A pretty big Blue Book of evidence, given as written statements sent in, has been published, and from this evidence it would seem that two possible solutions must be abandoned if both extremes are to be satisfied. The Church absolutely declines education for Catholics within the walls of Trinity College where Protestants and Roman Catholic teachers and students would mix together, no matter what concessions or safe-guards Trinity College may offer. The authorities of Trinity College decline with equal firmness the scheme of a Roman Catholic college under Dublin University. Nevertheless, this is the very scheme Sir Anthony Macdonell is believed to have decided on. Such an *impasse* raises the question how far the Government would go in disregarding the wishes of the present Fellows and Professors, and whether, even with their big majority, they could carry recommendations in opposition to these wishes into practical effect by legislation.

The evidence has been taken privately, but will, no doubt, be published in the next Blue Book. The chief witnesses have been the Provost (at some length) and Dr. Tarleton, among the Senior Fellows; Mr. Culverwell (twice) and Mr. E. Gwynn, from among the Junior Fellows; Mr. Justice Madden, Vice-Chancellor of Dublin University; Dean Bernard (twice); some of the representatives of the Sciences and of the Medical School; several witnesses, including Lord Justice Fitzgibbon, on the important question of the Divinity School; Mr. McMordie, representing the Northern Protestants' Education Reform Society; Miss Lucy Gwynn, the lady Registrar, who gave evidence as to the position of women students in Trinity College; and Mr. Synnott, representing the views of the Catholic Laymen's Association, who desire mixed education within the walls of Trinity College. It is remarkable that no other representatives of the Roman Catholic side were examined. They probably declined, the Bishops and Dr. Delany, the Head of University College, having previously submitted written statements.

The Commission have invited additional comments and objections in reference to the statements in the Blue Book to be submitted to them before November 1.

An additional proof of the hostility of the bishops to mixed education is a recent pronouncement from Maynooth, in which they prohibit Roman Catholic students attending technical or agricultural schools from residing in houses where Protestant students live. The bishops thus do their utmost to keep up the separation between Protestants and Roman Catholics that is so disastrous in Ireland. In the same manifesto they warn Catholics against doing anything to disturb the control of the primary schools by clerical managers in the growing agitation to obtain popular control for the schools. This agitation is one of the signs of the rising national democratic spirit in Ireland which will soon have to be reckoned with.

Much regret is felt for the death of Dr. Molloy, the Rector of University College—a distinguished man of science and educationist. He was accomplished in many ways, kindly and broad-minded, and very popular with all classes and creeds. He died suddenly at Aberdeen, where he was attending the recent celebrations.

WALES.

At the last meeting of the Court of Governors of Cardiff University College the Earl of Plymouth was elected President for the next five years. Reference was made at the Courts of Governors of both Bangor and Cardiff to

The University Colleges.

the urgency of increasing the annual Treasury grant, and resolutions were adopted approving the action of Parliament in pressing the matter upon the Chancellor of the Exchequer, so that adequate provision might be included in the next Estimates. It was urged that, unless more funds are available, it will be difficult to maintain the colleges in a thoroughly efficient state, and that further expansion of their work will be practically out of the question. Hitherto the salaries paid to the staff have in many instances been so small that their best men are continually migrating to similar institutions in England—a practice which must eventually tend to impair the efficiency of the work of the colleges. Principal Griffiths, however, appears to be sanguine that the appeals to the Chancellor will prove successful.

The efforts of Principal Griffiths to found a first-rate School of Mining at the College are being well seconded by some of the County Councils of South Wales—Glamorgan-shire in particular having pledged its enthusiastic support to his scheme.

If the necessary funds are forthcoming, there appears to be no reason why this school should not rank as one of the most important of its kind in the kingdom; for Cardiff, situated near the centre of the mining industry, should be able to provide facilities for training in the practice of mining which shall be quite unique.

The Governors of Cardiff and Bangor have adopted a motion emphasizing the desirability that in all examinations for appointments under the Civil Service provision should be made for the inclusion of Welsh in the

list of subjects, in view of the systematic teaching of the language now given in the secondary schools and colleges of Wales. At the Cardiff Court Mr. Tom John, the ex-President of the N.U.T., secured the adoption of a further resolution, to the effect that the Civil Service Commissioners should be asked to delegate their powers of examination and appointment—as far as Welsh candidates are concerned—to some Education Authority in Wales. It is by no means clear, however, what is meant by this proposal, because it would surely be absurd to ask the Commissioners to organize a distinct examination for Welsh candidates, and therefore, of course, to reserve for them a certain number of places in the service. The time is probably far distant when we can hope for separate departments of State staffed solely by Welshmen.

The conflict between the Swansea Education Authority and the Board of Education has at last entered upon an acute stage.

The Board had intimated to the Local Authority that it could not recognize any reason for differentiating between the salaries paid in the provided and the non-provided schools in the borough. The difference in the scales of salaries, in spite of this warning, has, however, been maintained, and so the Board has resolved to retain all grants due to the voluntary schools. As a measure of retaliation and in pursuance of their policy of no-rate aid, the Local Authority has now intimated to the managers that they will cease to be responsible for the schools after November 1. But whether this drastic measure will be carried out or not depends largely on the success of certain negotiations which are understood to be proceeding with the Board of Education.

The primary teachers all through the Principality are seriously concerned about the general treatment of the teachers in the non-provided schools. With the exception of Cardiff, all the Welsh counties have adopted a harassing policy against the voluntary schools, and the tension is so great that the efficiency of these schools is being seriously impaired. In no part of the kingdom is the spirit of unrest so manifest as in Wales at the present day in matters affecting primary education. The denominational managers, however, are not inclined to take their treatment lying down; for it is rumoured that they are prepared to contest in the Courts any attempt to supersede them or to assume managerial functions.

About a year ago the Cardiff Education Committee resolved to make the teaching of Welsh compulsory in the lower standards of all the elementary schools in the city.

They have, however, lately taken a much more serious step in the direction of strengthening the position of the language, by insisting that it shall in future be regarded as a compulsory subject for all candidates entering the Pupil-Teacher Centre. The difficulty of providing a sufficient number of Welsh teachers in order to make their former resolution effective is probably responsible for the latest move. But that there is a considerable doubt as to its wisdom is proved by the fact that the resolution was only adopted by the casting vote of the Mayor. The probable effect of this resolution will be that the centre will be composed mainly, if not entirely, of Welsh boys and girls; for experience has shown that the number of English boys and girls who acquire Welsh for any purpose is infinitesimal, and especially is this the case in towns like Cardiff. One must also be inclined to doubt whether it is possible during a period of two or three years to acquire a sufficient knowledge of any language to teach it effectively, unless, of course, the pupils have a very considerable previous acquaintance with it. The present experiment, however, is worth watching.

(Continued on page 752.)

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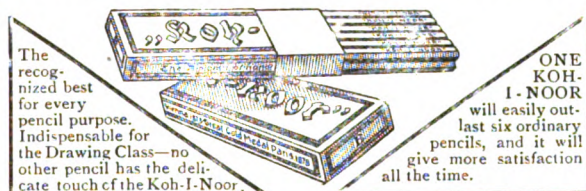
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The omission of the Central Welsh Board Senior Certificate from among the list of examinations which will be accepted as qualifying students admitted to a training college in 1907 to be prepared for an examination forming a recognized stage towards a University degree has been much discussed lately. The Central Welsh Board do not appear to know why this examination has not been inserted, as its standard is higher than that of some of the examinations which the Board of Education is prepared to acknowledge. The action is quite inexplicable. Representations, however, have already been made; but so far their result is not known.

The Board of Education has asked for the opinion of the local managers on the advisability or otherwise of separating the dual schools. As the majority of these bodies are strenuously opposed, on grounds of finance and efficiency, to the policy of the County Authority, it is not likely that the proposed separation will take place immediately. The local bodies should, one would have thought, have been consulted in the first instance by the County body.

Mr. D. A. Thomas, M.P., has created a mild sensation by his statement at Aberdare that there is not the remotest possibility that the Education Act when placed on the Statute Book will include a Council for Wales. He appeared to have good grounds for his utterance.

SCHOOLS.

ACTON COUNTY SCHOOL.—The Monson and King-Baker Scholarships are held by Webb and Johnson. The following additional masters have been appointed:—Mr. Balcomb, B.A. Cantab.; Mr. Ungood, B.A. Cantab.; and Mr. A. G. Fayers. The numbers have risen from 83 to 170.

CROYDON HIGH SCHOOL.—The following scholarships have been obtained:—A. Bate, the Deccan Scholarship for Science, £60 for three years, Bedford College; F. Macrae, the Jephson Scholarship for History, £50 for three years, Lady Margaret Hall, and also bracketed with two others for the Russell Gurney Scholarship for History, Girton College. A. Bate has passed the London Intermediate Science. The Previous Examination, Cambridge, was passed by J. Earle, Class I, and E. Ferguson, Class II. In the Cambridge Higher Local the following were successful:—Group E: A. Bate, Class I; F. Pfundt, Class II. Group A: F. Macrae, Class II. Group H: A. Strickland,

Class II., distinguished in English History. Of these, three have completed their Honour Certificates. The Oxford and Cambridge Joint Board has awarded twelve full Certificates and one Letter. Six girls passed the Oral Examination in French, and distinctions were obtained in Biology and History in the Oxford Senior Examination.

EDGBASTON CHURCH OF ENGLAND COLLEGE FOR GIRLS.—At a recent meeting of the Council the Chairman (Sir Walter N. Fisher) reported, with regret, the resignation of Miss L. Landon Thomas, the Head Mistress, on account of continued ill health. The Chairman feelingly referred to the long and able services rendered by Miss Thomas from the opening of the College more than twenty years ago, and said he was quite sure his colleagues, as also parents and pupils, would join him in warm recognition of Miss Thomas's valuable services and a fervent hope that with rest and change she might again be restored to health and strength. He was sure that they parted with Miss Thomas with feelings of extreme regret. Arrangements were made for the appointment of a new Head Mistress (see advertisement column).

HARROW, JOHN LYON SCHOOL.—The usual winter season of fortnightly lectures, &c., commenced on October 20, when a dramatic and musical recital was given by Mr. and Mrs. E. Kent Parsons. The other fixtures for this term are "Shakespearean Music" by Mr. A. Gurney, "Relics from the Ruins of Babylon" by Mr. H. Spencer (of the British Museum, and "Round about Old England," by Mr. E. C. Blomfield.

LIMPSFIELD (SURREY), CHURCH MISSIONARIES' CHILDREN'S HOME.—October 6 was the annual prize day: the Lord Bishop of Mombasa took the chair at the distribution. Evelyn Ball, Mary Fyson, Margaret Neve, and Frances Jones passed in the History Group of the Cambridge Higher Local Examination, the first three obtaining Second Classes, and F. Jones a Third. M. Neve and F. Jones had but just reached the required entrance age. All passed in Arithmetic.

LONDONDERRY, STRAND HOUSE SCHOOL.—At the Matriculation Examination in June last Jane Elmere won the University Scholarship (£90); at the Intermediate Belle Jamison won a Modern Literary Exhibition, First Class (£15), and a special prize for German (£3). Frances Clements won a First Class prize (£3), and a Victoria Bursary (£8), also the medal for first in Ireland in History and Geography in the Middle Grade. Violet Acheson won the medal for the same subject in the Junior Grade, which distinction has come to the school for the third year in succession. Jennie Stewart won a Victoria Bursary (£8), Junior Grade, and a £1 prize Science Side.

(Continued on page 754.)

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LONDONDERRY, VICTORIA HIGH SCHOOL.—The successes of this year include the Irish Society's Girtton Scholarship of £100 a year for three years, tenable at Girtton. Miss Margaret Rentoul Brown is the winner. The last Girtton Scholar of the school, Miss Charlotte Warner, who took her Tripos in May, obtained a medical scholarship of £100, which she holds at Manchester University. Miss Mabel Dickey gained the Drapers' Scholarship of the value of £105, tenable at the Royal University of Ireland. In the Intermediate Examinations there were twelve exhibitions, one of which was the only mathematical exhibition in the Senior Grade. The First Exhibition in Ireland and the Second Exhibition in Ireland in the Experimental Science Group fell to the school. There were four medals, four special prizes in German, and two prizes in English Composition. In Music there were three passes, one with Honours in the Advanced Grade of the Associated Board, three passes in the Intermediate Grade; four passes (two with Honours) of the Incorporated Society of Musicians, in various grades; three passes, with two in Honours, in Trinity College, Intermediate and Junior, with an exhibition to Marie M. E. M. Newman in the Junior for Pianoforte Playing.

PURLEY (SURREY), RUSSELL HILL SCHOOLS.—Last month we had two important visits here, one from Mr. Swain, B.Sc., of the Board of Education Secondary Branch, an informal inspection for the purposes of Column B of the Teachers' Register; and, on the same day, Mr. Marshall, the President of the Festival Dinner, 1907, at the Métropole, London, visited both sides of the schools, and was given pictures of our work and aims here. The system of occasional outdoor excursions to places of interest for the purposes of history or geography and Nature study is doing good in our Lower School. The Sheridan Dramatic Club visited us on the 20th.

RUGBY SCHOOL.—Jex-Blake Prizes for English Literature: (1) G. C. Faber, (2) H. J. B. Wanstall. Cordery Prizes for Homer: (1) L. G. Butler, (2) P. Guedalla. Sixth Form Mathematical Prizes: (1) T. J. E. Sewell, (2) G. T. Garrett and J. J. Welch. Bowen History Prizes: W. M. Langdon and F. H. B. Sandford. Old Rugbeians will hear with regret of the death of James Gilbert, the Chapel Verger. "Old Gilbert," as he was familiarly called, has been a well known figure to many generations of Rugby boys. His connexion with the chapel began in 1830, in the early days of Dr. Arnold's Head Master-ship, when he was admitted into the choir—at that time a professional body—and continued in various capacities till his death on September 27, 1906.

UPPINGHAM SCHOOL.—R. C. Rome passed direct into Woolwich; G. Selwyn, J. L. Cheyne, and R. F. Lewis passed direct into Sandhurst. The Rev. G. Christian has been succeeded by Mr. W. St. B. Griffith (First Class in the Natural Science Tripos), Trinity College, Cambridge. Mr. J. E. Monckton has moved from the Lodge to Ridgate, in succession to Mr. Christian; whilst Mr. H. Puckle has succeeded Mr. Monckton. The Rev. C. Creighton has become house master of the Hall, in place of Mr. Hockliffe. A new edition of the "School Roll" has been published. The thanks of the school are due to Mr. J. P. Graham, who has edited the "Roll" with great care and thoroughness, aided by the kindly help of Mr. G. H. Mullins.

WINCHESTER COLLEGE.—We welcome the return of Mr. Quirk and Mr. Robertson. Mr. Fletcher, of University, and Mr. Midewall, of King's, Cambridge, have also joined the staff this term. The Prefect of Hall is R. M. Y. Gleadowe. On September 26 Dr. Ashby gave a lecture to Sixth Book on "Recent Excavations in the Forum of Rome." The Debating Society has declared itself opposed to cricket reform by 34 to 12, and to the reform of English spelling by 57 to 11. Mr. Max Hambourg and his brothers, by the invitation of the Warden, gave a recital in the Music School on October 16, which was much appreciated by the school.

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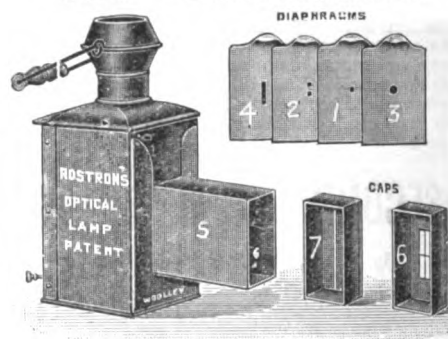
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De même, avant d'être précis, combien de fois n'est-on pas vague ! Que de termes qui n'appartiennent pas à la langue du sujet, et qui s'y introduisent par le relâchement de l'attention, par la mémoire, par l'imitation ! Que d'autres dont l'usage ou plutôt la mode du jour se sont emparés, et dont le sens est étendu à tant de choses qu'il ne désigne plus rien de distinct ! Que de tours languissants et embarrassés se présentent avant le vrai tour, le seul qui donne à la pensée sa physionomie et son mouvement ! Combien d'expressions qui ne déterminent pas les choses, et dont nous sommes si prompts à nous contenter, soit mollesse de conception, soit fatigue ou paresse ! Combien d'inexactitudes dans l'effort même que nous faisons pour être exacts ! Combien d'illusions dans l'emploi de ce que nous appelons les nuances, lesquelles, au lieu d'être des aspects différents de la pensée, ne sont souvent que de vaines images qui nous la cachent !

Les figures, les métaphores sont des pièges du même genre, et dont il n'est guère plus facile de se garder. A qui n'en vient-il pas dans l'esprit par cette porte banale de la mémoire, toujours ouverte à tout ce qui est imitation et mode ? Notre langue ne souffre point ces ombres qui se placent entre notre pensée et nous ; c'est le premier devoir de l'écrivain de s'en défier, ou plutôt de les chasser courageusement, comme Enée dissipait les ombres avec son épée. Ces images sont le plus souvent des effets du sang, des fumées qui montent au cerveau. Les littératures les plus riches en images sont les plus pauvres en idées. Certains écrivains sont pleins d'images ; tout reluit, tout brille, tout étincelle ; mettez tout cela au creuset : pour quelques parcelles d'or, que de cendre ! L'image ne doit être que le dernier degré d'exactitude, ou plutôt elle ne doit être que la pensée elle-même exprimée en perfection ; mais, pour une qui remplit cet office, combien qui ne sont que des apparences de la pensée !

Enfin, quel esprit cultivé ne sera pas d'accord avec moi sur ce qu'il en coûte dans notre langue, pour lier le discours et n'y employer que les termes propres ? Pour la propriété, ce n'est pas assez d'être bien doué : il faut savoir la langue, et avoir pesé dans les écrits des modèles ce que valent les mots dont nous nous servirons à notre tour. Il faut que l'étude les place dans notre mémoire, avec le titre qu'ils ont reçu des hommes de génie, lesquels font des mots une monnaie à effigie, dont la valeur est déterminée. Puis, c'est à l'inspiration

de les en tirer, de les animer de notre pauvre vie, en sorte qu'ils aient une même valeur de circulation pour tout le monde et que, par l'emploi que nous en faisons, ils nous appartiennent en propre.

By "WARWICK."

So, too, how vague we often are before we reach precision ! How many terms we use which are inappropriate to the matter in hand, but which slip in when attention flags—tricks of memory or imitation ! How many more which custom, or rather the fashion of the day, has pounced upon and applied to so many different things that meaning loses all definiteness ! How many weak and halting phrases occur to us before the right one, the only one which gives the thought its true character and force ! How many expressions which do not fit the facts, but which we are so readily satisfied with—from mental slackness, perhaps, or weariness, or sloth ! How many inaccuracies, even when we are really trying to be accurate ! How much self-deception in the display of what we call the "nine shades," when, instead of being different aspects of the thought, they are often only meaningless fancies which conceal it from us !

Figures of speech and metaphors are snares of the same kind, against which it is almost as difficult to guard. Who does not find them pouring into his mind through the vulgar gate of the memory, ever open to anything in the nature of imitation or fashion ? And yet our language will not tolerate these shadows that come between our thought and ourselves ; it is a writer's first duty to challenge them, or rather to drive them boldly away, as Aeneas scattered the shadows with his sword. Such flights of fancy are, as a rule, mere heat of the blood, fumes that cloud the brain. In literature lavish use of images spells poverty of ideas. Certain writers are full of picturesque touches—all flicker and sheen and sparkle ; but put the stuff into the crucible, and how few the grains of gold to what a quantity of ashes ! An image should give the final touch of precision, or rather it should be the thought itself in its most perfect expression ; whereas, for one that is really such, how many are but make-believes for the thought ?

Finally, what cultivated person will not agree with me as to the earnest effort required in our language to get strict logical connexion, and to use the right word and nothing else ? For such rightness it is not enough to be talented : we must know the language, we must have weighed the words used by our model writers and ascertained their value before we use them ourselves. Study must fix them in our

(Continued on page 758.)

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NATURE STUDY —for Teachers	Sept. 8	Sept. 7	A.C.P., L.C.P., F.C.P.	Sept. 3	Sept. 3
CANDIDATES —Every day ...	Aug. 27	Aug. 28	OXFORD HIGHER LOCAL	Sept. 10	Sept. 11
SCHOLARSHIP —Every day ...	Aug. 27		CAMBRIDGE HIGHER LOCAL	Sept. 10	Sept. 11
Do. Saturday ...	Sept. 1	Aug. 29	MATRICULATION, LONDON —Every day	Aug. 27	
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memory, together with the superscription they have received from men of genius; for they it is who make words into a current coinage stamped with a definite value. It is then for inspiration to take and breathe into them our own poor life, so that they may have the same circulating value for everybody, and become, by the use we make of them, our very own.

By "MENEVIA."

And in the same way, how often one is vague before one succeeds in being precise! How many are the terms which do not belong to the vocabulary of the subject, and which are introduced into it by momentary inattention, by a trick of memory, or by imitation! How many others which have been taken possession of by custom, or rather by the fashion of the moment, and whose meaning has been extended to so many things that it no longer connotes any one distinct thing! How many dragging, awkward turns of phrase present themselves to us before the true one, the only one which gives character and movement to the thought! How many expressions which do not define things, and with which, either from feebleness of conception, weariness, or laziness, we are so easily contented! How much inexactness there is in the very effort we make to be exact! How many illusions in the use of what we call shades of distinction, but which, instead of being different aspects of thought, are often but empty images which conceal it from us!

Figures of speech, metaphors, are snares of the same kind, against which it is almost equally difficult to be on our guard. Who does not know how they enter one's mind by the hackneyed gate of memory, ever open to all that savours of imitation and fashion? Our language does not admit of these shadows, coming between us and our thought; and it is the first duty of an author to mistrust them, or rather to drive them courageously away, as Aeneas dissipated the shadows with his sword. These images are most often the result of overheated blood, vapours mounting to the brain. Those literatures which are richest in images are poorest in ideas. Figures of speech abound in certain authors; everything glitters, gleams, and sparkles. But put all this into the melting-pot, and, for a few particles of gold, how much of it is ashes! A figure should be only the last degree of exactness; rather, it should be the thought itself expressed to perfection. But, for one figure which performs this function, how many are only the semblance of a thought!

Finally, what cultivated mind will not agree with me on the difficulty,

in our language, of framing a well connected discourse, and using only the correct expressions? To attain correctness, it is not enough to have talent: we must know the language, and have studied in classical models the exact value of the words which we are to use in our turn. We must have fixed them in our memory by study, with the standard value given to them by men of genius, who make of words a minted coinage whose value is fixed. Then it is for inspiration to draw them forth, to animate them with our own poor life, so that they may have the same current value for everybody, and at the same time, by the use we make of them, be our own peculiar property.

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(Continued on page 760.)

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We received last month a typical protest from a contributor, pointing out errors in the prize version and informing the editor that learned French professors to whom he had submitted both versions had pronounced his own the better one. The editor was compelled to refuse the appeal asked for: his judgments were fallible, but he could acknowledge no higher court. It is hardly necessary to point out that the prize is determined by style no less than by accuracy, and that a "faultily faultless" translation stands but a poor chance of winning. As a case in point, we print this month two versions for comparison.

Howlers were rare, and the Fifth Class is comparatively empty. The commonest were: *que de*, "what" for "how many"; *s'en défier*, "to defy" for "to mistrust"; *à effigie*, "in effigy"; *du sang*, "of blood" or "of the race." "Which custom, or rather the prevailing fashion, have seized upon" was a strangely common fault of syntax. The first sentence, too, was often misrendered: "How often one is vague rather than precise!" The misspelling of "Aeneas" showed that the allusion to the Sixth "Aeneid" was not known to several.

To pass to the real difficulties of the passage. For *sa physionomie et son mouvement* Shakespeare's "form and feature" might serve. *Ne déterminent pas les choses*: "do not indicate with precision the things intended" is cumbrous, but it is not easy to give the full and exact meaning more briefly. *Cette porte banale*: "hackneyed gate" is a strained phrase, and "vulgar gate" is slightly affected; either "wide gate" or "common high road." *Effets du sang*: "humours of blood" in Shakespeare's phrase, or, if this is too archaic, "faults of temperament"; "heated blood" may be implied, but is not expressed. *Lier le discours*: "to produce a well knit composition," the "callida junctura" of Horace. *Les animer de notre pauvre vie*: "to revivify them with our own personality, however humble." Here a literal rendering misses the mark, and some such paraphrase is required.

A Prize of Two Guineas is offered for the best translation of the following passage from Edmond Scherer:—

Il y a d'abord une étude de style. Mais le style même de l'auteur n'est pas un. Il est quelquefois spontané, coulant de source, portant

le sceau d'une inspiration toute personnelle; d'autres fois, et le plus souvent peut-être, il trahit des intentions, des reminiscences: c'est une manière et un pastiche. M. Cherbuliez, formé à l'école des Grecs et à celle des écrivains français du XVII^e siècle, reproduit, dans un mélange qui n'est pas sans grâce, la phrase ample et flottante des uns, le tour à la fois naïf et recherché des autres. Il s'exhale de ses pages comme un parfum où se confondent Platon et Madame de la Fayette. Il a repris la tentative de Courier. On croit parfois, en lisant ses causeries, se retrouver dans le salon de la comtesse d'Albany.

Ce n'est pas tout cependant. Sous la syntaxe, il y a le vocabulaire. Le double pastiche dont je viens de parler se complique d'une étude lexicologique. L'écrivain s'est plu à bigarrer son livre d'une multitude de mots insolites. Et je ne parle pas seulement des termes techniques qu'il prodigue çà et là avec trop de complaisance: il aime en toute circonstance à étonner son lecteur d'une expression imprévue. L'homme superficiel méconnaît-il le mérite supérieur, ce sera "le grain de rassade bien serti qui dédaigne le calochon!" Il est telle partie du volume qui exige le secours du dictionnaire. Les vastes lectures de M. Cherbuliez, sa grande mémoire l'ont bien servi dans cette fantaisie. Car il n'y faut voir qu'une fantaisie. Il est impossible qu'un écrivain aussi admirablement doué que celui dont nous parlons donne définitivement dans la manière, et dans une pareille manière; il est trop puissant et trop sincère pour cela. Il a voulu s'amuser, et il se gardera de recommencer. Il se contentera, à l'avenir, de nous donner des dialogues pleins de trait et de vivacité, des paysages aux lignes gracieuses et aux couleurs éclatantes, des dissertations qui tour à tour pétillent d'esprit et étincellent de verve. Il laissera là Paul-Louis Courier: il sera lui.

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ARNOLDIDES SCHRAG.*

DR. BESSERDANK, whose good fortune it has been to have his memoirs edited by Dr. Arnold Schrag, was a cousin of the immortal Teufelsdröckh and a lineal descendant on the distaff side from Lemuel Gulliver. He was also *Gymnasialdirektor* in the important Swiss centre of Bergdorf, and was sent as an educational expert on an official visit to Eldorado in order to report upon the pedagogic ways of that distant land. His adventures are entertaining, and so is he; for he has wit, humour, style, and a very decided flavour. But we must confine our notice to that which he went out for to see and what he saw.

He was astounded, first of all, to find nothing at all astounding. The school system struck him as very familiar indeed—very like the Swiss system, but without its latest improvements. The Eldoradans, it seems, like the Japanese, have learned from the Europeans, and the good Doctor's first impression is that they have learned, so to say, from antiquated text-books. A conservative, almost a reactionary, state of things revealed itself. For instance, how much time do they devote in their *Obergymnasium* to classics and literature? No less than twelve hours every week! And they presume to defend this waste of time by asserting that these studies are the best they know for the development of intellect and character. They claim, too, that no other branch of study is so splendidly equipped with the means of good learning and right teaching as this. The dictionaries leave nothing to be desired; the grammars are excellent; the publishers outbid one another in the production of admirable texts with admirable notes. Now that we have attained such perfection in our tools, they ask, are we to throw them away? And Besserdank finds nothing to say in reply.

Another of their theories is that the *Oberrealschule* is as worthy an institution and has aims as high as the *Gymnasium*. The question which is the better type of school is not discussed in Eldorado. They set themselves to make both types as perfect as possible. But their conception of a perfect *Realschule* is terribly old-fashioned. The terms which they use in expanding it are enough to betray this—such terms as “literary,” “humane,” “culture.” They give six hours every week to the study of the Eldoradan language, and six more to a foreign language—twelve precious hours that might be divided between practical chemistry, commercial geography, book-keeping, experimental physics, and other useful subjects. They have a maxim, “depth, not breadth,” and they carry it so far that they refuse to introduce a second modern language. It is better, they obstinately maintain, to learn one thoroughly than to dabble in two. Here we are, they say, on an overloaded raft. We are very sorry to throw anybody overboard, but, still, we had rather sacrifice the whole of our friend A., than B.'s leg, C.'s arm, and D.'s head.

These heresies prepare the adventurous *Gymnasialdirektor* for the greatest shock of all. With kindergartens, outside the kindergarten, they will have nothing to do.

Learning means working—learning well means working hard. When I read in your educational papers of your plans to make instruction as easy as play, and in this way to induce boys to take pleasure in it—to make study a game; for that is what it all comes to—I can only express my earnest conviction that this would be in Eldorado a morbid phenomenon. What we want is an earnest race, fond of work. Why should we make full steam towards the softening of the rising generation and the bringing up of a race that is fond of play? To learn in play? To play at learning? No, no! To learn by learning: that is our method.

This intolerance in the Eldoradans is surprising. But what are we to think of their tolerance? They teach vocabularies and dates without a qualm. Mere memory loading, mere ballast! Why not? they ask. What is the memory for, if not to carry such loads? What is better than the right kind of ballast in the right place? And when they want to test the results of their teaching and the proficiency of their scholars

they hold examinations, and are not ashamed. Likewise they have inspectors and inspections, and prizes and prize-days.

It goes without saying that the conversation method in the learning of languages has not been introduced in Eldorado, and that “prep.” still flourishes in that golden land. All these things, Señor Rodrigo, of the *Realschule*, admits, are capable of abuse—examinations, prizes, “prep.” memory-work, and all; but that they have their uses he does not understand how any sane man can doubt. And Señor Navarrete, of the *Gymnasium*, and Inspector Blanco cordially agree with him. Nothing is said about punishment. Perhaps, in such a country as Eldorado the problem does not arise; or, perhaps, they have not solved it, even there.

The elementary schools are free, but no others; though fees are remitted whenever that seems necessary. A direct request to that effect is required; for, if out of taxes paid by the well-to-do the poor receive such a splendid gift as a free education, some little acknowledgment is due in return. These are the views of the Minister of Education. “It hardly needs saying,” remarks Besserdank, “that such an arrangement and such a way of regarding it seemed to me monarchical and antiquated.”

It is encouraging to know that so many English schools might be transplanted to Eldorado without any material change.

A VISIT TO SWEDEN.

ONE phase of the movement in favour of international friendship which has set in so strongly of recent years is the series of international visits organized by Miss Butlin (Old Headington, Oxford). The object of these visits is to enable English men and women, in the short space of a fortnight, to get an insight into the national institutions and social conditions of a foreign country, which the ordinary tourist, as a rule, finds it impossible to obtain unless he can afford time and money for a prolonged stay.

For the last four years these meetings have been held successfully in Copenhagen in August, and this year a meeting was arranged in Stockholm as well. With the help of a committee of Swedes and the co-operation of a large number of Swedish men and women, drawn chiefly from the ranks of those interested in social questions and taking an active part in educational and social work, an interesting course was arranged. Lectures were given on the different aspects of Swedish national life, dealing in turn with political and social conditions, industry, education, literature, and art. The lectures were followed by visits to places of interest—to schools, crèches, workhouses, old-age homes, &c., where detailed information about the working of the institutions could be gained from the officials. The educational part of the programme included a lecture from Dr. Lagerstedt, a member of the Swedish Board of Secondary Education, and a lecture on “The People's High Schools”—adult schools for the peasantry to which we have no corresponding institution in England. Visits were paid to Upsala University, to a boys' secondary school, to a Board school, and to the Royal Gymnastic Institute, where thirty women students, of whom five or six are always foreigners, are received annually, free of charge, to train as gymnastic teachers. In addition to the visits and lectures arranged for the course, visitors who wished to make a more detailed study of any particular form of national life were placed in touch with those from whom they could most easily get reliable information.

The success of the meeting in Stockholm justifies its repetition next year, and after that Miss Butlin will probably extend the range of her activities to Norway. The widespread recognition that these visits have met with shows that they supply a long felt need in providing a means whereby the people of different nationalities can easily be brought into touch with one another. They show too that people are beginning to realize how much more interesting foreign travel can become when it includes a knowledge of the people as well as of the landscape, and when it is possible to penetrate through the crust of hotel life to a perception of the national activities going on around.

* “Pädagogische Studienreise nach Eldorado, aus dem Nachlags.”
Von Dr. JOH. JAK. BESSERDANK; herausgegeben von Dr. ARNOLD
SCHRAG.

REVIEWS AND MINOR NOTICES.

An Introduction to Greek Epigraphy. Part II.: *The Inscriptions of Attica.* Edited by E. S. ROBERTS, M.A., and E. A. GARDNER, M.A. (21s. Cambridge University Press.)

It is eighteen years since the first volume of this work saw the light, and with the times its own character has somewhat changed. The first volume contained a history of the Greek alphabet, with inscriptions which illustrated that subject. This volume contains a representative selection of Attic inscriptions, classified according to their matter. There is obviously no reason why these two books should be called two volumes of one work. The work as originally planned was a "Handbook to a Complete Corpus Inscriptionum Graecarum," which to carry out would need several other volumes dealing with the other parts of the Greek world and illustrating dialect as well as history and antiquities. Such a work is, indeed, badly wanted, and we consider it a great pity that the plan has been given up, as the editors now tell us. Every year the mass of inscriptions increases upon us: they are so scattered in so many different publications as to be inaccessible except to the specialist. Yet their importance is great, as we need not say, for all classical students. We hope that some one else—and why not Mr. Tod?—will take up the torch which our editors have dropped.

And now, as regards the book before us, taking it as a whole, it is admirably done. It is true there are omissions and oversights; but to avoid all such in a work like this would be impossible. The work also appears to have been a long time in the press; so that in some cases later discoveries might have been used to throw further light on the text had not the earlier sheets been printed off. We confess also that we should have been glad to see a fuller account of the alphabet. New discoveries have corrected or supplemented the views held by Mr. Roberts—1887: in particular, the Cretan discoveries throw some light, if a dim and uncertain light, on the history of several of the Greek letters. A few pages are given here to the Attic alphabet (xi-xvii); but that is all.

The most valuable part of the work is the commentary. Here the editors break new ground. Such a commentary as the "Corpus" affords is not enough to smooth the path of the learner; but in our volume the greatest pains are taken to give him all he can need to appreciate the meaning and the bearing of the inscriptions. Topics of general importance are treated in "Remarks" or longer notes. Amongst these may be mentioned formulæ of decrees, Attic numeral signs, public secretaries, the ephebic inscriptions, treasure and tribute lists, list of demes and demotics, Attic dates. Some of these—such as the dates—are complicated in a high degree, and the learner should be most grateful for the help here given.

The commentary must have cost enormous labour—it is full of learning and research. There is also a full index of more than sixty pages. The printing, as we expect from the University Press, is excellent. We cannot understand, however, why editors persist in using brackets for restored portions of the text when a different type would be just as useful, and brackets are most irritating to the eye. This ugly practice was borrowed from Germany, where typography is in a parlous state. With a little taste and ingenuity how much better the thing might be done!

We hope that the learned appearance of this book will not frighten the schoolmasters, who need all the instruction they can get; for there is no department of ancient life, and probably no ancient author, for whose elucidation epigraphy is not useful. The historian knows this well, and so do the archaeologist and the philologist; but the literary student pure and simple would be pleasantly surprised if he ventured to expend his guinea upon this book. Demosthenes and Aristophanes in particular are elucidated by the inscriptions again and again. And, best of all, we seem to come in contact here with the ancients almost at first hand: we see them in their habit as they moved; we hear them speak in parliament; we follow them to the temples in health and sickness, take part in their work and play, see their piety and their vanity. There is no study more fascinating, once its initial difficulties are mastered, and these are not great, especially with the help of Messrs. Roberts and Gardner's excellent manual.

The German Universities and German Study. By FRIEDRICH PAULSEN. Authorized Translation by FRANK THILLY and WILLIAM W. ELWANG, with a Preface by Prof. M. E. SADLER. (15s. net: Longmans.)

It would be impertinent for an English reviewer to criticize a work which a quarter of a century ago, in its first shape appeared and has been accepted as a classic written by "the greatest living authority upon the history of higher education in German-speaking lands"—so the author is justly described by Prof. Sadler in his preface. He will rather follow Prof. Sadler's lead and ask what are the essential differences between the British and the German Universities. First, the German Universities are more homogeneous. There is no such difference in organization between the greatest and the smallest, the oldest and the most recent of German Universities—between Heidelberg and Munich, Berlin and Greifswald—as there is between Oxford and Aberdeen or London and Durham. It follows, partly from this homogeneity, that there is not in a German University the same *religio loci*. Migration from one University to another is very common in Germany and exceptional in England. Secondly, the dominant note of a German University is the spirit of scientific investigation. Paulsen, with justifiable pride, points the contrast. "Think of what the single University of Halle, with its ridiculously small endowment (up to 1786 only 7,000 thalers per annum), with its poor students and poorly paid professors, has done for science and for the culture of the German people, compared with Oxford, spending its inherited millions in hereditary indolence." Thirdly, the tendency of the German University is to foster specialism; though it must be borne in mind that the evils of specialism at the University are less in Germany, where the organization of the secondary schools guarantees that the student before entering has had a broad, general culture. Lastly, as Prof. Sadler puts it, "though the German student has no deeper feeling of patriotism than the Englishman, he has a stronger sense of his direct obligation to the State." Here, it seems to us, the gain is not on the side of Germany. Paulsen, who may be roughly classed as belonging to the left centre, highly approves the compulsory year of military service; he looks somewhat askance at debating societies where politics are not barred; he defends students' duels, or fencing bouts, as he prefers to call them, and even holds that the duel proper is a necessary evil. We are content to record the fact without argument.

There is hardly one of the pedagogical or educational problems of the day on which the book does not throw light. State control and subsidization; technical institutions and their connexion with the Universities; examinations, their conduct and influence; professorial and tutorial teaching; scholarships, and the cost of higher education—we can only name some, and send our readers to the book itself.

We are bound to add that such as know German would do well to have the original at hand, like the traditional Oxford man who read his Kant in "Bohn's Library" but turned to the "Kritik" as a crib. Americanisms and Germanisms abound—"to quiz," "to happen along"; "earnest" for "serious"; "sick" for "ill"; "the man of active affairs feels himself constrained to affiliate with a party"; "the social betterment work." These are trifling defects; but what sense can be made of such sentences as the following, unless they are mentally retranslated into the original?—

If one may judge from the photographs of the exteriors and interiors of the society houses, which are now so often to be seen in all stories of fraternity-life, and in which the dice-box appears with the utmost regularity of the *Kneip*-room, it would seem that the use of the very humblest means of social intercourse has increased rather than decreased during the last generation.

The old maxim "Speak so I can see you!" is still significant. And yet there are certain dangers in this complete freedom; no other method affords prejudice, either previously conceived or arising at the moment, so much opportunity for unjust treatment and judgment. Furthermore, accidental advantages or disadvantages of the outer or inner attitude of the examiner cannot be brought out more unfairly anywhere than just here.

Prof. Robertson at the York meeting of the British Association pointed to the United States as the Promised Land of German scholarship. He would not, we take it, choose this translation as one of the fruits whereby we may know it.

(1) *Selections from the Septuagint.* By F. C. CONYBEARE and ST. GEORGE STOCK. (7s. 6d. Ginn.) (2) *Lucian: Selected Writings.* By F. G. ALLINSON. (6s. 6d. Ginn.)

We have here two volumes of the American "College Series of Greek Authors," the books being, like their predecessors in the series, printed with good type, convenient in form, and edited by competent men.

(1) "Selections from the Septuagint," as will be apparent to our readers from the names of the editors, crossed the ocean to find a publisher. Are our University Presses so eager for earning profits that they grow shy of taking risks for scholarship? Or is it that American booksellers, with a protective tariff, can offer better terms to authors? We know not, and will only say that the work of Messrs. Conybeare and Stock would have done credit to any publishing house. They give us an introduction, a tolerably full grammar of Septuagint Greek, and selections (in Swete's text) from the Septuagint, with a running commentary at the foot of the page. And all that they give is of excellent quality. With regard to their treatment of the subject, it has something of novelty. Hitherto, as they say, the Septuagint has been regarded only as an aid to the understanding of the Hebrew text; yet it has traces of older readings, and they look to the Hebrew merely as an aid in the interpretation of the Septuagint. We recommend their book to students of theology—not to schools, lest haply classicists should charge us with a design of extruding Greek by jesuitical means. The page open before us reminds us that even a Dindorf could let Euripides use ἡμῶν as the imperfect of εἶναι! What boys would write after a good long course of Septuagint we fear to think.

(2) *Selections from Lucian*, is, in like manner, exposed to the objection that the language is not always such as the young should imitate in their composition exercises. Yet the author is found acceptable in schools. And of his purely artificial Attic Greek the late Prof. Sir Richard Jebb wrote: "It is easy to find blemishes in the grammar; but, as a whole, in general texture and in spirit, it is the most remarkable and the best sustained *tour de force* ever achieved—not to say by a foreigner—but by any post-classical writer of the language." In fact, the gravest deviations from true Attic usage can be collected in a few warning pages. This is done, and well done, by Dr. Allinson, Professor of Classical Philology, Brown University, in the book under review. His work has other merits. The collection of pieces is the best that we know, albeit that, with the editor, we must mourn for the exclusion of the "Cock," dear of old to French boys. Great pains have been taken to digest many of the newest relevant tracts, and much thought has been expended on the settling of the text. On the other hand, we observe a few faults. In spite of "the keen scholarship that has accompanied the exacting scrutiny of the proofs at the Athenæum Press" misprints have been left uncorrected. Thus Henry Vaughan appears as "Vaughn"; and on page 130 the reference should be to "Ach." 235, not 325. Again, occasionally we feel at liberty to differ from our editor as to exegesis. In the words ἐλέγχο αὐτὸς ἐν τῇ ἀναπλασθείσῃ ὑφ' αὐτοῦ πόλει οἰκεῖν (page 67) we are not minded to take αὐτὸς as "alone"; and of the phrase τοῦτ' ἐκεῖνο (page 129), "There's that old dodge again!" an alternative rendering might have been offered. Not flawless, the notes are, moreover, generally of the kind called "thin," nothing but a few points of philosophy being explained with much thoroughness. They do, indeed, appeal to a wide range of authorities. Mark Twain is cited as well as the Vedas, and Uncle Remus supports an illustration from Plato. But the passages adduced are not so instructive as they are various and far-fetched, and they are not so invariably instructive that there are none with which we could dispense. To indicate one more fault, the language employed in the commentary and in the introductions is often too picturesque for our taste. It is thus, for example, that Prof. Allinson conveys to us the fact that Lucian was versatile: "He slips off his Oriental pajamas to masquerade with glee in the many coats of many colours hanging in the wardrobe of the imperial theatre." Nevertheless, for all the imperfections that we have pointed out, the book as a whole has sound knowledge to impart, and is likely to be useful both in America and in England. There seems to be just now a revival of interest in Lucian. These new selections from the witty Syrian should profit by that freshly awakened interest and stimulate it further.

"The Temple Greek and Latin Classics."—*The Aeneid of Virgil.* Translated by E. FAIRFAX TAYLOR. With Introduction and Notes by C. M. FORSTER. 2 vols. (5s. net. Dent.)

It has been a pleasure to re-peruse in this convenient shape, with the text facing the English version, Mr. Taylor's scholarly translation of the "Aeneid." It reminds us in many ways of Worsley's "Odyssey," which still holds its own as the most readable verse translation; and the Spenserian stanza, common to both, with its "linked sweetness long drawn out," is better suited to Virgil than to Homer. There is necessarily some diffuseness and prolixity, and there are occasional stop-gaps, showing stress of metre, but these are rare. And sometimes Mr. Taylor is even more concise than the Latin. Thus, in Book VII., six lines of Virgil are perfectly rendered in five:

From Nersa's hills, by prosperous arms renowned,
Comes Ufens with his Aequians in array.
Rude huntsmen these; in arms the stubborn ground
They till, themselves as stubborn. Day by day
They snatch fresh plunder and they live by prey.

The First Book, of 756 lines, is done into ninety-nine stanzas or 891 lines. The final Alexandrine is often skilfully contrived to coincide with the climax. Thus in the first few stanzas we have:

Whence rose the Alban sires and walls of lofty Rome.
How can in heavenly minds such fierce resentment dwell?
So huge, so hard the task to found the Roman State.
Rolls heroes, helmets, and shields whelmed in one watery grave.

The great merit of the translation is its even excellence, and a single stanza, which is all that we have space to quote, hardly does it justice. We select one the original of which will be familiar to all Latin scholars:

Pensive he stood, and with a rising tear:
"What lands, Achates, on the earth but know
Our labours? See our Priam! Even here
Worth wins her due, and there are tears to flow,
And human hearts to feel for human woe."
"Fear not," he cries, "Troy's glory yet shall win
Some safety." Thus upon the empty show
He feeds his soul, while ever and again
Deeply he sighs, and tears run down his cheeks like rain.

It is easy to pick holes. The second line is weak and fails to render the *plena*—"every land rings with our doughty deeds"—and *haec* is missed—"the renown you see here depicted"; but the whole is a true Virgilian echo.

There are many slight slips and weaknesses which the translator would doubtless have corrected had he lived to bring out a second edition. Thus, in the First Book,

Pushed the hollow mountain on its side
is far astray from

Conversa cuspidem montem

Impulit in latus.

Horsed astride a surge's crest rock pendent o'er the deep
is a Dryden-like expansion of "hi summo in fluctu pendent."

The broken billows shivered into sleet

wholly fails to give the exquisite vignette of the haven of rest. The stranded mariners cannot have had "millstones" to grind their corn, and *viscera* are not "entrails." But, as we said, such blots are rare.

The editor is more alive to Virgil's weaknesses than to his supreme merits. His last word is to warn us against accepting Tennyson's portraiture as "too tearful or too mellow." "The episodes of Nisus and Euryalus, and of Camilla, though somewhat tedious, are very real in parts." As a critic of poetry we prefer Tennyson to Mr. Forster. In the Latin text we have noticed some misprints.

C. Plini Caecili Secundi Epistularum liber sextus. By J. D. DUFF. (2s. 6d. Cambridge University Press.)

The younger Pliny may have been, as the Earl of Orrery says, a singular instance of primitive simplicity, integrity of manners, and sweetness of disposition. He certainly was a singular instance of naive vanity and shallowness. Of these last two characteristics the second has been transmitted in most cases to his editors; indeed most men would seem to be able, after reading his letters over night, to dash off a "selection with commentary" between luncheon and dinner next day. We

have several of these improvisations before us; they are alike in many of their details, but, above all, in their superficiality. Mr. Duff's edition of the Letters, Book VI., belongs also to the class of the thin. His preface does not tell us even what text he has borrowed or on what principle he has constituted his own. Thus in 25, 4, where Keil (1870) and C. F. W. Müller have "certe non ipse, non quisquam ex servis eius apparuit ut ne Robusti quidem. Experiamur tamen, accersamus, &c.," he goes back to Keil's earlier reading "apparuit. Ut ne in Robusto quoque idem experiamur. Tamen accersamus, &c.," nor does he explain what induced him to do so. Teachers look for information on such points, if boys can dispense with it. Again, Mr. Duff seldom has an illustrative passage; yet a quotation or two would have been at least as useful as, for instance, the easily got list that he gives of all the letters directed by Pliny to Caninius Rufus. We must estimate him, however, rather by what he professes to have done than by what he has left undone. The Sixth Book contains some interesting letters, particularly the two to Tacitus on the eruption of Vesuvius and the death of Pliny the Elder. The new editor has prefixed to it an introduction, and added notes for the use of those who are not far advanced in Latin, pointing out, amongst other things, how the syntax of Pliny differs from that of Cicero. Thus his thinness has some excuse in the kind of readers that he is addressing. The work, its aim being taken into account, is of good quality. There are some small matters at which, as we read, we felt a little discontent. The text has "Verginius Rufus," the introduction "Virginius Rufus." Is it right to say that *quamquam* is always used by Cicero with a verb in the indicative? Never with a subjunctive? In 20, 7, "quodque in pavore simile prudentiae," Schmid, the German translator's, "was bei Furcht den Anschein von Klugheit hat" pleases us better than (Jebb's) "a point in which panic resembles prudence." In 11, 2 we are willing to believe, if we must, that "constantia salva" is ablative; yet we feel that the rhythm of the sentence makes for Keil's reading of it as a nominative. Sometimes Mr. Duff modernizes injudiciously, or uses modern illustrations of small illuminating power. "In the language of the Stock Exchange, there was a 'boom' for land in Italy, a 'slump' in the provinces," is a note that might be cut out; then space could be found for one on "recepta cognitio est" (22, 2; cf. Pauly-Wissowa, IV. 219). The rendering "sandwich-box" for *panarium* distressed us. We had been brought up to hold that sandwiches are the one thing that Englishmen did, beyond dispute, invent. From what we have said it will be seen that, whilst we launch a grumble or two at our editor, we have no very serious fault to find. Perhaps the chief merit of his little book is that the young reader of it is expected to keep an eye as much on his own English as on Pliny's Latin. This suggests the use to which we suggest that it should be put. Fourth and fifth form boys have no time to read Pliny, nor is it well that they should do so. But for the sixth in the last hour of a hot afternoon to turn a few letters into good English were a salutary, and not too laborious, task. Let them have Mr. Duff's text and be free to consult his notes. Their style should be improved without harm to the purity of their Latin.

The English Hymnal, with Tunes. (In cloth, 3s. net. Henry Frowde.)

We cannot do better than quote, with some abbreviations, the opening paragraph of the preface.

"The English Hymnal" is a collection of the best hymns in the English language, a companion to the Book of Common Prayer for use in the Church. It is not a party-book, but an attempt to combine in one volume the worthiest expression of all that lies within the Christian creed, from the "ancient Fathers" down to contemporary exponents.

As on the Committee of Editors High Churchmen predominate, some such manifesto was not superfluous, and we are pleased to testify at starting that the new Hymnal is catholic in the best sense of the word—that it includes Newton and Cowper, Watts and Wesley, though J. M. Neale is far the largest contributor, and 170 of the hymns are translations from the Latin. That one bishop has prohibited its use in his diocese only shows that all bishops have not a catholic mind.

One other signal merit is justly claimed by the editors. The original authors are assigned, and the hymns are printed as

nearly as possible as the authors or translators wrote them. The last generation of hymnologists, of whom the late Bishop Bickersteth is a type, had no literary conscience. We would, however, that the compilers, before beginning their task, had set themselves to define a hymn. It would be rash on our part to attempt a definition, but we may without presumption lay down that not a few of the 656 here included are not hymns; they could not with any propriety be sung by a congregation. Among them are beautiful lyrics that we should be loth to lose, but these should be relegated to an appendix. Such are Christina Rossetti's "In the Bleak Midwinter," Phineas Fletcher's "Drop, drop, slow tear," Charles Wesley's "Come, O thou Traveller," and Tennyson's "Strong Son of God." The loveliest of Paul Gerhardt's lyrics, "Nun ruhen alle Wälder," is even less a hymn than Milton's "Ode on the Nativity," and the four stanzas here translated give little idea of its beauty. For other reasons we should exclude Ebenezer Elliott's and Mr. G. K. Chesterton's hymns, each with a pronounced political connotation.

The simple faith and fervour of the primitive hymn writers will excuse much that is quaint and repugnant to modern religious sentiment, but nothing can excuse the frigid conceit and bathos of "The Ancient of Days is an hour or two old." Such lapses are, we gladly confess, rare.

Needless to say we miss many old favourites—Dean Stanley's "Ascension Hymn," far finer than the two of his included; Milman's "Thou art gone to the grave," for example—but when nearly all is good such complaints are idle.

For the music, the names of W. J. Birkbeck and R. Vaughan Williams, the musical editor, are sufficient guarantee. We hope the manager of the *Times* Book Club will note the price. Fifty years ago it would have been considered cheap at twice the sum.

The Greek War of Independence (1821-1827). Being a Greek Text for Beginners, with Notes, Exercises, Vocabulary, and Maps. By CHARLES D. CHAMBERS. (Sonnenschein.)

This book is at once felicitous in design and able in execution. No episode in modern history is so little known, even to studious boys and youths, as the Greek War of Independence; yet it contains incidents of thrilling interest, apart from its European importance. The cause which set Shelley's brain on fire, and for which Byron and Hastings died, has not, of course, lacked its historian. When Finlay sheathed the sword and took up the pen something of the genius of Thucydides, and something also of his despondency, came upon him. But that, even in a classical sixth form, hardly a boy knows how the massacre of Chios was avenged, how Canaris steered the fire-ship, how and by whom the cavern on Parnassus was held, and how, seventy-nine years ago to-day, as we write, Codrington and his allies closed the account with Ibrahim at Navarino, is a sufficient proof that our Greek studies have been strangely mishandled and truncated. Mr. Chambers aims at patching this absurd rent in our historical curriculum without departing from the linguistic form to which our boys have been accustomed. He has, to put it briefly, written an account of the War of Independence in the Greek of Thucydides: just over fifty pages, thirty lines to a page, have sufficed him for his task. Two maps and five admirable photographs of historic scenes are subjoined: that of the Langada (facing page 51) is particularly fine, and makes the heart of the Greek tourist crave to tread once more the exceedingly *παλαιόσσαν ἀρσπὸν* from Mistra to Kalamata. As a specimen of Mr. Chambers's skill in reproducing the grave Thucydidean style, the account of Byron's arrival in Greece and of his too early death (pages 44-46) is excellent: these are its closing words:—

Οὗτος δὲ πλείστα εἰς ἀνὴρ ὠφέλησε τοὺς Ἕλληνας καὶ ἐτιμᾶτο ὑπ' αὐτῶν ὡς οὐδεὶς ἕτερος τῶν καθ' ἑαυτὸν καὶ ζῶν ἔτι καὶ ἀποθανόντων. ἔθαπτον γὰρ αὐτὸν ἐν τῇ Μεσολογγίᾳ πᾶσι τοῖς νομίμοις, οἷς χρώμενοι τιμᾶσι τοὺς ἀρετῇ διαφέροντας, καὶ οὐ μόνον ἐν ταύτῃ τῇ πόλει ἀλλὰ καὶ κατὰ τὴν ἑλληνικὴν Ἑλλάδα ἐνόμιζον αὐτὸν σωτῆρα τῆς πατρίδος γεγενῆσθαι.

Perhaps, in the first sentence it would be more picturesquely true to have written *τιμᾶται* for *ἐτιμᾶτο*. Nor is it exactly true to say that Byron was buried at Mesolonghi, except in a very temporary sense. The notes (pages 59-91) are concise and simple, and the exercises (pages 93-140) ample and useful. There is a double vocabulary—i.e., Greek-English and English-Greek—which not only facilitates the reading of the text, but will,

we think, be useful for Greek composition in general in its earlier stages. There is, in our opinion, a future for books of this type—books classical in language and modern in subject-matter and fitted out with the requisite amount of accident and idiom, in place of a bewildering jungle of superfluous grammar.

Religion in the Schools. By Canon H. HENSLEY HENSON.
(Macmillan.)

We have more than once referred to these addresses at the time when they were being delivered at St. Margaret's, Westminster, and we are pleased to possess them in a permanent form, with a preface pointing out their direct bearing. They were given before the Education Bill was introduced, but Canon Henson has found nothing to modify of the broad principles he then enunciated either in the Bill itself or in the denunciation of the vast majority of his clerical brethren. "It will provide, in my judgment, a working and substantially just arrangement which the members of the National Church might receive with a good conscience. . . . The financial arrangements appear to be just, and, when all the circumstances are considered, even generous."

When the Bishop of Manchester and his congeners talk of the Bill as a blow aimed directly at the Church they mean not the Established Church of England, the Church which is not only Catholic, but Protestant and founded on the Bible, but the Church of a section, of a sect within the Church, of Anglicans, like themselves. No common measure of national education can satisfy this section; and Canon Henson is willing and anxious that special provisions should be made to meet their case and that of Romanists. But he appeals to them not to wreck a settlement which will satisfy nine-tenths of the nation in the hope of enforcing the extravagant claims of a small minority. That every parent has the right to dictate to the State what religion shall be taught to his child is a preposterous claim. A pauper might, with equal justice, claim to prescribe what shall be the diet of the workhouse. Cowper-Temple teaching may be a spare diet, but those who think that cakes and ale are a necessity of life must make provision for themselves.

Lastly, Canon Henson addresses an earnest warning to the extremists both of the Anglicans and of the Free Church. If some such compromise as that offered by the Bill is not accepted, the only alternative is secularism, $\delta \mu \eta \gamma \acute{\epsilon} \nu \omicron \iota \tau \omicron$.

First Steps in Mental Growth. By Prof. DAVID R. MAJOR.
(5s. net. Macmillan.)

This is a careful and accurate record of a child's mental growth from birth to the end of the third year. The number of such records may still be counted on the fingers of one hand, and the number of psychologists who have the time, opportunity, and patience to observe must always be small. For progress in child study we must rather look to mothers who have had a scientific training, though, if Dr. Stanley Hall's figures may be relied on, even this class of observers can never be common.

Prof. Major was well advised to abandon his first intention of giving a bare transcript of his note-books. Observations are of little value unless their object is made clear, and this implies some theory to start with and also some suggestion of the inferences to be drawn; for no one, *ceteris paribus*, is so competent as the observer himself to draw them. We only wish that the author had gone further in this direction. He modestly professes to give only a presentation of empirical data, which may serve as materials for the psychologist of the future, and at the same time to furnish a model for similar records of parents. He really has done much more, and his comments on memory, imagination, consciousness of personality, &c., show real psychological acumen. On the other hand, the observations would bear weeding: in some at least we fail to see any physiological or psychological significance.

Prof. Major is apparently not a philologist. The value of the observations on the child's language is impaired by not using any phonetic script. Thus we are led to believe that at the twenty-ninth month the German *ich* was correctly rendered. In the second year nouns stand to verbs in the ratio of 120:8; but who in child language can distinguish a noun from a verb?

To descend to trifles, Compayré is robbed of his accent *passim*; "timber" for *timbre* looks strange; and the American

use of "sick" in the story of the hippopotamus at the Zoo is likely to mislead English readers.

The Odyssey in English Verse. Books IX.-XVI. By J. W. MACKAIL.
(5s. net. Murray.)

The second volume of this translation confirms the judgment that we passed on the first. FitzGerald's quatrains are not a happy medium for rendering Homer; but Mr. Mackail, by his Circe wand, has almost perverted our judgment. The quatrain is a unit: there is a pause, a moment of reflection in the third unrimed line, and the final rime clinches the argument and welds together the sentence. Now it is even less possible to break up Homer into quatrains than into couplets, and Mr. Mackail has not attempted it; but in riming one quatrain with another he has, so it seems to us, thrown away what is the distinctive virtue of the Omar metre. As a fair specimen we will take a famous simile from the tenth book:

So said she, and with courage well content
To the swift ship and the seashore I went,
And by the swift ship found my trusty crew
In lamentation and in languishment;
While from their eyes the big tears fell away,
Even as calves amid the farmyard play
Around their mothers coming back to fold
When they have grazed their fill at close of day;
And from the folding-pens they overflow
And lowing loudly round their mothers go;
Thus, when their eyes beheld me, round me they
Pressed weeping; and it seemed me ever so
As if to their own land and city led
They saw the isle where they were born and bred,
Rough Ithaca; and in the lamenting wise
Accosting me, in winged words they said:

We have here, to take Matthew Arnold's touchstone of Homeric translation, the plainness and directness of style and diction, the nobility, but not the rapidity, of Homer. The metre, most will feel, not only breaks the smooth current, but makes us pause in the wrong places.

Thucydides, Book I. Edited by E. C. MARCHANT. (3s. 6d. Macmillan.)

We ought perhaps to have called attention to this little book sooner. It contains a life of Thucydides, some account of his predecessors and contemporaries, and an analysis of the first book of his history, with brief papers on his mind and style, on his use of speeches, and on the chief manuscripts in which his work is preserved. The text is printed with side headings. A hundred and thirty pages of it are followed by a hundred and forty pages of annotation; for difficulties are numerous and the editor is liberal in explaining them. He writes: "I could wish that my notes might be thought illuminating, but have no ambition whatever that any one should think them learned." They are certainly illuminating, and we see no reason to describe them as particularly learned. They are, in any case, the production of one who has been long engaged with his author and is genuinely interested in him. Those who are familiar with Mr. Marchant's editions of Books II., VI., and VII. will know what to expect from him. We are pleased to see that Macmillan's "Classical Series," to which this book belongs, gains steadily in strength. And as to Thucydides—to say that Greek might well be banished from the schoolroom is not to maintain that the culture of men has nothing more to get from Hellenism. "We have not done with the Hellenes yet."

Herodotus IV. Edited by E. S. SHUCKBURGH. (4s. Cambridge University Press.)

This edition of the Fourth Book of Herodotus is made on the same plan as Dr. Shuckburgh's editions of the Fifth, Sixth, Eighth, and Ninth Books. Prefixed is an introduction treating chiefly of the geography of Scythia; the text is broken by means of headings to the chapters; there are notes at the back, which deal mainly with explanations of meaning and construction; whilst two indexes, one historical and geographical, the other verbal, complete the whole. We will only say that this new volume of Herodotus is of the same character and quality as those that have preceded it; but that it lacks the account of the Ionic dialect that some of the others contain. Now that death has taken Dr. Shuckburgh away, criticism is for the time hushed. Rather than probe his work we would dedicate here a few words to his memory. To describe him as a *great* scholar would be extravagance of praise. The first edition of his "*Lysiae Orationes XVI.*" was issued, it is well known, in a slovenly state; and the true spirit of *Forschung* can hardly be said to have been given to him. He was, however, a very *capable* scholar, and, as the list of his published works makes clear, a man of unusual industry. How he taught, when he did teach, with the spoken word, we know not; with the written word he did much service to education and some to letters. Leaving his books to attest his merit, he now rests from his beneficent labours—

ἱερὸν ἔργον.
κοιμᾶται. θνάσκειν μὴ λέγε τοὺς ἀγαθοὺς.

- (1) *Arithmetic for Schools and Colleges*. By J. ALISON, M.A., and J. B. CLARK, M.A. (4s. Oliver & Boyd.) (2) *The Winchester Arithmetic*. By C. GODFREY, M.A., and G. M. BELL, B.A. (3s. Cambridge University Press.) (3) *Junior Arithmetic*. By W. G. BORCHARDT, M.A., B.Sc. (With Answers, 2s.; without Answers, 1s. 6d. Rivingtons.) (4) *A New Junior Arithmetic*. By H. BOMPAS SMITH, M.A. (2s. 6d. Methuen.) (5) *A Shilling Arithmetic*. By S. L. LONEY, M.A., and L. W. GRENVILLE, M.A. (1s. 6d., with Answers. Macmillan.) (6) *Arnold's Shilling Arithmetic*. By J. P. KIRKMAN, M.A., and J. T. LITTLE, M.A. (7) *Examples in Arithmetic*. By C. O. TUCKEY, M.A. (3s., with or without Answers. G. Bell.) (8) *Arithmetical Examples*. Edited by J. LOGAN. (1s. Sonnenschein.)

(1) In this book the authors have endeavoured to present a sound and full discussion of the theory of arithmetic, to include many of the details which belong to purely commercial arithmetic, and to satisfy both those who claim and those who object to a large measure of reform; and, though their aim is a wide one, a careful perusal of the book shows that it is practically attained. The sixth chapter, on laws of operation, is a specially useful one. Long examples on recurring decimals are omitted. In length and square measures poles and square poles are retained; but in reducing 3 m. 3 f. 3 p. 4 yds. to yards the 3 poles are replaced by $16\frac{1}{2}$ yards and the 27 furlongs are reduced at once to yards by multiplying by 220. There is a good, and not too lengthy, section on graphs, and also a valuable series of problems, which, unfortunately, are, with a few exceptions, classified under the usual headings.

(2) In "The Winchester Arithmetic" we have probably in rough outline the subjects that will be chiefly taught for many years to come. Logarithms and graphs receive full attention, while chain rule, recurring decimals, &c., are omitted. The book is a collection of exercises, led up to, whenever necessary, by sets to be worked orally. A conspicuous feature of the exercises is their freshness: we meet but rarely with old friends; a very large number are entirely new, and many are interesting. On the other hand, the sets are frequently too short, and they are not always well arranged. For instance, there are only sixteen examples on contracted multiplication of decimals, excluding those on the applications of the method, while in the first of the set the multiplier is a decimal. Pupils who work through this book may understand the subject, but they will hardly receive that training in accuracy and concentration of attention which is so valuable a result of the ordinary arithmetical course.

(3) Mr. Borchardt's "Junior Arithmetic" is founded on his well known "Arithmetical Types and Examples," and therefore hardly requires commendation. By connecting decimals and the metric system, the former subject is treated so that it may be taken before vulgar fractions. The examples on length and square measures are arranged without reference to the fractional number of yards in a pole or square yards in a square pole. A point is made of introducing rough checks of accuracy whenever possible. Some of the problems are classified under such headings as work and pipes, averages and mixtures, and clocks; but there is also a set of sixty miscellaneous problems. The book concludes with a series of fifty-five test papers.

(4) In many recent books on arithmetic the authors assume that a good teacher is at hand to amplify and explain their texts. Mr. Bompas Smith considers that the explanations should be so full that his readers should understand them with the least possible assistance; but also that the intelligent perception of the theory should not result in the neglect of rapid and accurate calculation. The natural effect of following these principles is the omission of some subjects that are usually included in a junior course. The book should be helpful to solitary students and young teachers.

(5) Shilling editions of well known text-books on arithmetic are becoming popular. In the one before us both the text and examples of Mr. Loney's "Arithmetic for Schools" are drawn upon. The early chapters of the latter are replaced by a series of exercises for revision, and not much of any consequence seems to be omitted; for the shilling course covers the ground as far as stocks and approximate methods. The authors state that the scheme recommended by the Mathematical Association has been generally followed, though they adhere to poles and square poles, and have not altogether relinquished examples on recurring decimals, and make no reference to graphs. For the price, however, the book is one of the best we have seen.

(6) Messrs. Kirkman and Little have, we think, attempted too much in their "Shilling Arithmetic." The text is condensed, and the type examples are frequently printed in double columns. There is a lengthy chapter on graphical arithmetic, an unnecessary one on the solution of problems by algebra, and some old-fashioned examples are included, such as "10 fowls cost as much as 7 ducks, 2 ducks as much as 1 goose, 9 geese as much as 5 turkeys. If a turkey costs 18s., what is the price of a fowl?" Decimals are disposed of in seven pages, while two are given to the contracted method of finding the square root of a number. The book (for there is much that is good in it) would be improved by omitting some passages and expanding others.

(7) A useful collection of examples, with occasional notes on method, including, besides the usual subjects, sections on applications

to geometry and physics, and work with tables of logarithms and trigonometrical ratios. The collection of problems and some of the miscellaneous sets seem to us especially good.

(8) A series of six hundred examples in sets of ten, about one-third of them being original. Direct questions on rules are avoided as far as possible, those being preferred which offer scope to the pupil for devising abbreviated methods or which require thought in their solution. The examples are well chosen and arranged, and form a desirable supplement to the ordinary text-book.

We have also received several other collections of arithmetical exercises.—*Chambers's "Thorough" Arithmetics* (Scheme B). By W. WOODBURN. (Books IV. and V., 3d. each; Books VI. and VII., 4d. each; Teacher's Books, No. III, 9d.; Nos. IV. and V., 10d. each.) These contain very numerous and varied examples. In the teacher's books the left-hand page is identical with the page bearing the same number in the scholar's books, while the right-hand page contains the answers, notes for young teachers, and a graduated series of oral exercises leading up to those on the opposite page.—*The Three Term Arithmetic*. By J. W. ILIFFE, M.A. (Book IV., 4d.; Book V., 3d.; Books VI. and VII., 5d. each. Jack.) The four books before us cover the ground from compound rules onwards to stocks, &c. They include many exercises for practical work and graphs.—*The Primary Arithmetic*, Parts II. and III. (6d. each, Clive), consists of series of exercises, prefaced by brief notes and rules, beginning with the compound rules and ending with stocks and the mensuration of the circle, cylinder, and cone. *Blackie's Model Arithmetics* (Three Terms, Scheme B) and *Oliver & Boyd's New Number Exercises* contain numerous well graduated exercises for use in elementary schools and are adapted to secure accuracy in mechanical work.

De l'Enseignement des Langues vivantes. Par A. SIGWALT.

(3 fr. 50. Hachette.)

In this volume M. Sigwalt, Professor of German in the Lycée Michelet, has brought together a number of review articles and *discours* published or delivered by him in the course of the last five years. Some of them possess only an historical interest, referring as they do to conditions of teaching or examination that no longer exist; and the work in general will appeal mainly to French readers, as there is scarcely a single reference to foreign countries and no attempt to compare other systems of modern language teaching. Yet there is much to interest the student of pedagogics, and, though the conditions differ, the same questions both of aim and of method are being agitated in England as in France. "The ideas of an old professor dedicated to the young" (so runs the sub-title) indicate pretty clearly the author's standpoint—that of Bacon's "State super antiquas vias et videte si quid melius"—in other words, he adheres to the old (not identical with the classical) method of modern language teaching, but is ready to accept what there is of good in the new. Few will quarrel with his definition of the object—"to teach our pupils to read, write, and, as far as is possible, to speak the vulgar tongue [*la langue usuelle*]." It is when these terms are further defined that the two schools are seen to differ. Thus M. Sigwalt insists that conversation as carried on in class must necessarily be artificial and limited in its topics, and that real ability to converse can only be acquired by foreign residence. Here we are with him. He pooh-poohs phonetics, evidently with an eye to German. Here we cannot follow him. He claims "Le Bourgeois Gentilhomme" as belonging no less than "Le Gendre de M. Poirier" to *la langue usuelle* and at least equally worthy of study.

A Literary History of Persia from Firdawsi to Sâdi. By EDWARD G. BURNE. (12s. 6d. net. Fisher Unwin.)

Many who, like the present reviewer, are ignorant of Persian have read and relished Prof. Burne's previous volume, which traces Persian literature from its *incunabula* down to Firdawsi, or about 1000 A.D. This continuation carries us through the next three centuries, and ends with the most generally popular, if not the greatest, of Persian poets, whose "Gulistan" is known, at least by name, even to the English reader. We turn instinctively to Omar Khâyyâm, and find in the index (under "Umar") some twenty-five references; but, though most are aware that in the "Rubaiyyat" there is as much of Edward FitzGerald as of Omar, it will surprise them to learn that in his own country Omar was more famous as an astronomer than as a poet, and, further, that the quatrains, the majority of uncertain authorship, are wholly disconnected, the arrangement and verses being entirely due to FitzGerald's genius. The work represents four years of unflagging toil, interrupted only by professorial duties (Cambridge, as others besides Prof. Burne have found, is not a good place to work in), and it abounds with names of authors and books which can only interest the Oriental student; but in the translations and literary criticisms there are abundant gleanings for the general reader.

George Herbert and his Times. By A. G. HYDE. (10s. 6d. Methuen.)

In these days of much book-making the author of "George Herbert and his Times" has been happy in his selection of a subject that is by no means exhausted. Possibly his conviction of the fact leads him to be a little too discursive; nevertheless the greater part of his record is of interest. He has certainly succeeded in indicating the background of Herbert's life and many of the characteristics of his contemporaries.

The historical element is indeed the best part of the book. Mr. Hyde has chosen the right poems to quote, and has, we are glad to say, quoted them usually in full. Moreover he himself has largely appreciated the rare and subtle qualities of Herbert's work: his choice of poems alone would convince us of that. But he has not succeeded in communicating a new appreciation to his readers. He has not, in fact, conveyed, in treating either the man or the poet, a sense of the pure vein of mediæval and mystical feeling interwoven in this fabric of more or less ordinary Elizabethan accomplishment. What we ask to be told about Herbert is not where he coincided with, but where he differed from, his friends and contemporaries. For it is in his most personal and intense, and generally least regular and accomplished, writing that his special qualities are felt. Useful as is the publishers' ideal of producing biographies of men set in a background of their times, is it not applicable rather to men of action than to those of contemplative minds? Probably the latter are only to be painted against a background that is more universal and interrelated. In considering Shorthouse's statement, in the preface to his edition of "The Temple," "Herbert showed the English people what a fine gentleman who was also a Christian and a Churchman might be": Mr. Hyde, in saying that Baxter's appreciation of the poems was probably uninfluenced by their author's "gentility," surely is understanding "fine gentleman" in rather too elementary and restricted a sense.

Contemporary France. Vol. II., 1873-1875. By GABRIEL HANOTAUX. (15s. net. Constable.)

Philosophical and historical students alike will find much of deep interest in this, the second, instalment of what is in truth a vast undertaking. Apart from a great deal of historical information that is new, there is a complete, though necessarily undetailed, survey of modern French thought. But perhaps the most moving and distinctive part of the whole volume is that in which the writer deals with the delicate and spiritualized patriotism which survived the rigours of the winter of 1871 to blossom again in the warmth and harvests of 1872-1874. "One and indivisible": writes M. Hanotaux, "the Revolution saying is the base, the formula, of the French Constitution. Nothing can alter its authority or touch the spontaneous union of all those who, either publicly or in their hearts, perpetuate this adhesion. And it was this latent faith which enabled France to bear the sentence of Frankfurt. A conquest had taken place, but there was no separation. Souls could fly across the frontier." We feel in this book the reality of conception of George Meredith's "France, December 1870":

"O she that made the brave appeal
For manhood when our time was dark,
And from our fetters drove the spark
Which was as lightning to reveal
New seasons, with the swifter play
Of pulses, and benignant day;
She that divinely shook the dead
From living man, that stretched ahead
Her resolute forefinger straight,
And marched toward the gloomy gate
Of earth's Untried. . . ."

Browning and Dugma: Seven Lectures on Browning's Attitude towards Dogmatic Religion. By ETHEL M. NAISH. (4s. 6d. net. G. Bell.)

Miss Naish has made a most conscientious study of her subject, and has given so much thought to its arrangement and elaboration that it is with regret we feel obliged to record our verdict in the negative as to the result actually attained. It is important to have a true view of Browning's religious theory; but it is better to conceive inadequately of this than, in the effort to compass it, weary of Browning altogether. No one reading Miss Naish's ponderous sentences would dream that Browning was a humourist. Whilst human nature remains untranslated, and man is possessed of ratiocinative faculties, the nasal intonation and logical and grammatical lapses of the preacher, though they may be condoned, can hardly be ignored." Browning expresses the matter not less clearly, and with a lightness of touch which Miss Naish's painstaking exegesis lacks:

"As for the sermon, when did my nap end?
Unless I heard it, could I have judged it,
Could I report—as I do, at the close—
First, the preacher speaks through his nose:
Second, his gesture is too emphatic:
Thirdly—to waive what's pedagogic—
The subject-matter itself lacks logic:
Fourthly, the English is ungrammatical?"

Does the prose explain the verse, or vice versa?

The First Half of the Seventeenth Century. By HERBERT J. C. GRIERSON. (5s. net. Blackwood.)

This is a scholarly treatise on a great subject, and is in every way worthy of the notable series to which it belongs. The immense scope of the volume necessitates a certain heaviness of treatment; for it is impossible in a book of this kind to be lively without a little discursiveness, and any straying here is sternly forbidden by exigencies of space. But, clearly, the fault lies in circumstance, and not in the mind of the

writer; for his "conclusion" shows him to have a broad and delicate grasp of his subject.

Studies in Poetry and Criticism. By JOHN CHURTON COLLINS, Professor of English Literature in the University of Birmingham. (6s. G. Bell.)

Of the seven essays included in this volume six are reprints, and attention therefore naturally centres on the seventh—dealing with "The True Functions of Poetry"—which is new. Prof. Collins mentions in his preface that he has ventured in this essay "to restate and bring home what once were truisms, but what will now appear—and to too many—paradox and extravagance." We must venture, in return, to express our belief that Prof. Collins has formed of his contemporaries a more depressed estimate than he need. We have heard the fine things that the Professor quotes from Hesiod and Plato, from Aristotle and Longinus, from Bacon, Sidney, Browning, Shelley, and Matthew Arnold—that "poetry is the breath and finer spirit of all knowledge," that it delivers "authentic tidings of invisible things," we have heard, and in our heart of hearts believe not less fixedly than he does. And, to be perfectly sincere, the great sayings of these great men are so familiar to us that we are tempted to wonder, in reading Prof. Collins's essay, whether that essay gives them quite the kind of endorsement that they need. It is likely enough that our common attitude both to poetry and to life itself is unworthy of these great sayings; but, if they are so, it is not because we ignore them, but because they are too high and we cannot attain to them: and in this shortcoming we think the Professor's essay shares. Prof. Collins quotes Ruskin as having said "he dare not read Keats" on account of his sensuousness. There is a passage in "Modern Painters" where, after quoting the exquisite line

"How cam'st thou over the unfooted sea?"

Ruskin notes he does not dare read Keats because his flawless craftsmanship robs him of all pleasure in his own work. Can this be the passage to which the Professor is referring?

Stratford-on-Avon. By SIDNEY LEE. (6s. Seeley.)

This new and revised edition of a standard work that has just come of age is plentifully illustrated by Herbert Railton, E. Hull, and other artists. We turn naturally to the chapter on "School Discipline," and find good illustrations of the exterior and interior of the Stratford Grammar School. Unfortunately, of Shakespeare's schooling absolutely nothing is known except by inference, and his masters—Walter Roche and Thomas Hunt—are mere names.

A Scientific Geography. II.: The British Isles. By ELLIS W. HEATON, B.Sc. (1s. 6d. net. Ralph, Holland.)

This is only an instalment. The whole work will consist of five booklets—The World (broadly treated), The British Isles, Europe, North America, and The British Empire. It is more of the nature of a handbook to help those whose work is chiefly in map-construction than as a book to be studied on its own account. Its author is Principal of the Secondary School and Pupil-Teachers' Centre at North Shields. His aim is not only to associate those facts in a way that makes them interesting, but also to afford at least some explanation of the facts—to be suggestive rather than exhaustive. A glossary of common geological terms is given at the end. It is divided into two parts. Part I. consists of general considerations in eight chapters. These should be read in conjunction with good maps of the geology, physical features, climatic conditions, and industries of the British Isles. Part II. is divided into twenty-one sections, each giving all the materials required for a sketch map such as examiners ask for. It seems to us well and wisely framed. It is illustrated with numerous small diagrams—especially those of the internal communications by river, canal, and railway—and with larger full-page maps. Altogether it is a businesslike production.

General History for Colleges and High Schools. Revised Edition.

By PHILIP VAN NISS MYERS. Illustrated. (7s. 6d. Ginn.)

The first edition of this was published, we are told in the preface, seventeen years ago. It gave, in a shortened form, the original texts of two large works by the same author. The present issue contains several fresh chapters, an entirely new series of coloured maps, many new illustrations, and carefully selected lists of books for further reading at the end of each chapter. The text is brought down to the close of the Russo-Japanese War and the elections of the first Russian Parliament. The book is one of those universal histories for which, though we may earnestly long for something of the kind, we never find time in our schools; but which in America they have leisure to write and to publish, and possibly also to study in their luckier schools. It is divided into two parts—Ancient History and Mediæval and Modern History. The former deals with the Eastern Empires—Assyria, Persia, &c., and then more fully with Greece and with Rome. The latter treats of the Middle Ages and the Modern Age. The former is divided into two—the Dark Ages and the Age of Revival; the Modern Age consists of the Era of the Reformation and the Era of Political Revolution—which latter, after passing through the French Revolution, the Napoleonic era, and the subsequent changes, ends up, as we have said, with the first election of the Duma. It is excellently mapped out,

excellently illustrated, and excellently written, especially the part that is occupied with the Modern Age—the only part we have read with any special care. But we in England cannot consider it as a practical book for our schools. It is too long for them and not nearly full enough for our Universities. Nevertheless, it is a careful and scholarly performance. There could not be a better book for those of us who left school some time ago, and yet still wish to know something (not too long) about the doings of the world in the past and in the present. To such we can recommend this book very heartily as containing very much that will considerably help their need.

"Stead's Gradual Reading Books." Edited by T. KIRKUP.—(1) *Little Snow-white, and other Tales*. By the Brothers GRIMM. (2) *Holiday Stories*. By GLADYS DAVIDSON. (3) *Animal Stories*. Illustrated by BRINSLEY LE FANU. (4) *Favourite Fairy Tales*. (5) *Æsop's Fables*. (4d. net each. Stead's Publishing House.)

These reading books have been well and wisely edited, illustrated, and graded to render them suitable for supplementary readers for children of various ages. They are capitally chosen stories, and well within the reach of children's purses—or, at any rate, the purses of their grown-up friends. The small folk will thank Mr. Stead for his enterprise.

Progressive Course in English Grammar and Composition. (Part I. for Junior Classes, 6d.; Part II. for Senior Classes, 9d. Oliver & Boyd.)

These are capital little books. The principle underlying both of them is to get the pupil by extensive practice to understand and appreciate the function of the parts of speech before he is asked for a definition. The sentence is the basis of everything, and the part of speech of a word is decided on according to the function which it performs in a sentence. Similar ideas are used in working out analysis. The older book also contains subjects for essay writing, punctuation, and word building. In fact, both are well done.

"Oliver & Boyd's Continuous Readers."—(1) *The Pilgrim's Progress* (abridged). (2) *Selected Lives from Plutarch*. (3) *The Story of Prince Charlie* (from Sir W. Scott's "Tales of a Grandfather"). (With Frontispiece, 3d. each.)

These are well and clearly printed little volumes—which for another penny you can get in limp cloth. They are well selected and well edited, with brief introduction and "notes and meanings," and run, with the juvenile group, to some twenty-six in all. They are expressly printed in cheap form to bring the best works of our best writers within the reach of school-children, that thereby a love for good literature may be fostered. They are well fitted to secure their aim.

An Outline History of the English Language. By O. F. EMERSON, Ph.D. (3s. 6d. net. Macmillan.)

Dr. Emerson is Professor of Rhetoric and English Philology in Western Reserve University. He has written and published several larger works on his subject. In this Outline he has chronicled the general facts of our language development, the special influences of different periods, and the more important changes in the forms of words. He has endeavoured to make his book of use in the study of English grammar and English usage. There can be no doubt that the pupil who studies its pages will gain much to help him in the correcter use of language, and will acquire, moreover, a wider knowledge of the historical reasons for much that is at present dark to him. It would be out of place to attempt here to go too deeply into matters; but very much can be learned of the beginnings and the development of a standard language from the old speech, of the changes in the forms of words, and of the sources from which English vocabulary has been formed—which has made the language not a mere hodge-podge in its word stock, but something marvellously expressive in all realms of thought and feeling. The outline of all this is laid remarkably clearly before us in this small book, with much knowledge and thought. Then follows a section on the "Simplification of English Inflections, especially in the cases of the Noun, Adjective, Pronoun, and Verb." We cannot do better than quote what Prof. Emerson says at the conclusion: "Simplification of inflectional forms has brought no loss of power in expression. An analytic language is as expressive in its way as one with numerous inflections. The two merely employ different means for the same effects—clearness and force. The inflectional changes in English, therefore, represent development as truly as do those in any language of different type. Indeed, no one can rightly study the great literature of modern English without believing that the English language, with its greater simplicity, is an even better medium of expression than at any time in the past." The book ends with a well constructed index. It is indeed an excellent outline.

Messrs. Longmans send us specimens of their series of *Natural History Wall Pictures*. The coloured pictures have been reproduced from drawings by G. E. LODGE. They measure 16 in. × 14 in. and the price of each is, unframed, 2s. 6d. net; framed, 7s. 6d. net. They combine, in a singular degree, fidelity to Nature and artistic merit. We advise principals of schools to order "Waterhens and Nest" or "Long-tailed Titmouse, Young and Nest," and we are

confident that they will purchase, or be tempted to purchase, the whole series.

Mary Wollstonecraft's Original Stories. With five Illustrations by WILLIAM BLAKE. With an Introduction by E. V. LUCAS. (2s. 6d. net. Frowde.)

Mr. Lucas says in his preface: "I have no information regarding the success of the 'Original Stories' in their day, and such spirited efforts as are now made to obtain them by collectors are, we know, due rather to Blake than to Mary Wollstonecraft." It will perhaps be also chiefly to Blake that this reprint will owe its sale. Certainly it should bring very real pleasure to lovers of that artist. Yet, besides the reasons mentioned by Mr. Lucas which, apart from their original purpose, make the tales themselves interesting, they should prove so as an expression of the moral outlook of the writer, if we care about her and the world in which she moved. It is an atmosphere clear, if cold. Some details of Mary Wollstonecraft's life and a quotation from her "First Lessons for an Infant" make an interesting preface to the tales. More of such matter and rather less of Mr. Lucas's feelings with regard to Mrs. Mason would have made these pages a still more fitting introduction—not but what they are very readable. The book is in uniform binding with Wordsworth's "Literary Criticism," "Guide to the Lakes," Blake's "Lyrical Poems," &c. Neatly and well got up, and with good print.

We have received Part I. of the *Harmsworth Atlas and Gazetteer*, to be completed in thirty-six fortnightly parts, price 7d., or one guinea for the whole work. The most noticeable feature is the Gazetteer Index, which is calculated to include over a hundred thousand names. By help of easily understood abbreviations, a great deal of information is packed into a line (three columns to the page). Thus: "Aston, Warwickshire, Eng., par., part of Birmingham, r. sta., pop. 201,562." The first part contains five map plates, 18½ inches by 14. The colouring is harmonious, and the place names are clear, though in the map of East England they are necessarily crowded. The maps of routes and of products have been specially designed for the study of commercial geography. It promises to be a good guinea's worth.

COLONIAL AND FOREIGN NOTES

FRANCE.

Some little while ago French schoolmen, or, more particularly, the

Punishment

Society for the Study of Questions of Secondary Education, discussed the matter of punishment and forms of punishment. Their deliberations may have some interest for English readers. Let us first state what the punishments allowed in *lycées* by the French regulations are. (1) A bad *note* may be given; (2) a boy may be required to learn a lesson again, in whole or in part; or (3) to do written work over again; (4) a written task may be set as an imposition; (5) detention on Thursday or Sunday may be inflicted; (6) leave to go out may be stopped; (7) a boy may be excluded from class-room or study; or (8) he may be sent away from school for a time or expelled absolutely. Now the great question raised by the Society—the application to English relations will be obvious—was: Who punishes? The *répétiteurs* punish only by means of *notes* submitted to the head master or some other official. *Professeurs* (masters, teachers) may inflict any of the first five punishments, and the seventh in exceptional cases and with immediate report to the head master. It is the head master only that may stop leave of absence. Moreover, he has control of all punishments: when signs of penitence are shown he may remit or reduce a penalty *after conference with the teacher*; or, if many impositions have been incurred, he decides whether they should be merged into one, done successively, or replaced by a more severe punishment. All punishments, of whatever kind, given in class must be entered in a special register, which is examined and signed every week by the head master. A critical point is, of course, the phrase "after conference with the teacher"; for which the Society proposed to substitute "with the concurrence of the teacher." This done, it would be clear that the teacher punished for all minor offences; the head master for graver.

That we take to be a sensible view of the matter. The teacher should be free to make, as it were, his own by-laws, and to enforce obedience to them by his own action. And, in general, *mala prohibita* belong to his sphere. But to the head master should be referred the *mala in se*; for on him, in particular, does the moral government of the school depend. Again, the French have, what we have not, a Council of Discipline. It now meets every three months to consider the moral condition of the school. The Society suggests that a case should always be submitted to the Council if a teacher demands it, and that the Council should be specially summoned to consider any urgent case.

We pass on to the punishments of girls. It seems that in the *lycées de jeunes filles* few are used. The chief are bad *notes*. *Notes* are given every fortnight—it is not universal, but the usage in many schools—and every bad *note* strikes off one from a maximum of twenty. A pupil

getting from six to eight bad *notes* in a fortnight is deemed to be very bad. The *notes* are inscribed on a report, which has to be signed by the parent. A heavier punishment, seldom inflicted, is to deprive a girl of the right of following a course of lessons; and it sometimes happens that a girl seen to be *enervée* is sent for a moment out of the class-room. Girls are much more sensitive than boys, and may therefore be controlled with a lighter hand. In few girls' schools is any regularly organized system of detention found to be necessary.

Much is being done in France for secondary education as applied to girls. M. Ernest Lavisse, speaking a short time ago at a distribution of prizes, related how one Sunday afternoon last spring he found three thousand persons assembled in the amphitheatre of the Sorbonne. The occasion was a *fête* given by the pupils of the girls' *lycées* in Paris to their parents and their friends. "*Lycées* for girls!" exclaimed M. Lavisse. "Who would have said fifty years ago that France would have *lycées* for girls? In 1869 I was secretary to M. Duruy, Minister of Public Instruction. My great and illustrious master, full of ideas, which were all good, took in hand the establishing of courses of secondary instruction for girls. The project was applauded by some. But in those days the idea of the supremacy of the man was dominant. It was believed that very little instruction sufficed for girls and that to give that little instruction lay in the province of the Church. Thus, when M. Duruy had made known his intentions a storm broke out to the uproar of which bishops in great number added their voices. The world has moved on. In the year just ended there have been in prosperous activity for young girls forty-two *lycées*, fifty *collèges*, and sixty-nine secondary courses. The number of pupils attending has been 30,831. In 1896 the girls receiving secondary education numbered only 14,709; so that in less than ten years the number has more than doubled itself. It is proposed to establish next year four, perhaps five, new *lycées*, and nine, perhaps ten, new *collèges*. In these girls' schools instruction is given almost entirely by women, prepared for their duties by a long education and discharging them conscientiously and with delight."

Those of our readers who may be disposed to sympathize with the French bishops in their present troubles will perhaps remember that bishops, like other people, often reap according to their sowing. Forty years ago few of the higher clergy in France cared aught for the claims of women. When the progress of a race is concerned suffering is properly the badge of a minority. The more highly educated French women are deaf now to episcopal wailing. They plead their own case, heedless of ecclesiastical wrongs that once might have moved them. What their case is may be told in the words of Mme. Dejean de La Bâtie, Head Mistress of the Higher Primary Normal School of Fontenay: "Our ideal of woman is not the old ideal. Mindful, above all, of sincerity, truth, harmony, and justice, we think that woman has a right to unrestricted moral and intellectual development; that she ought to be educated and instructed for herself, and solely to her own perfection. We do indeed desire that our girls should become wives and mothers, but most earnestly we wish—since modern society, imperfectly organized, does not always allow them to be wives and mothers—most earnestly we wish that, as wives, as mothers, or solitary in life, they may have the full enjoyment of their own individuality, the full possession of their own value."

Be it not supposed that all the French clergy have been and are hostile to the claims of women, or that all French women, any more than all English women, demand what is reasonable in language that is measured and sober. Our own view—this is a journal of education, be it remembered, not of politics—is that woman is indeed entitled to free physical and mental development; and we go so far as to say that he who would refuse this to her is an enemy of the race. Her first and great aim should be to secure it.

GERMANY.

In October the Commercial University (*Handelshochschule*) of the Berlin Corporation der Kaufleute began its work. It represents the first attempt made in Germany by a private corporation to support a University. Other great cities, notably Köln, have commercial schools of the highest class: the new institution differs from others in that it has the advantage of a site in the German capital and vast wealth at its command with which to draw eminent teachers. Prof. Dr. Jastrow, of Berlin University, has been chosen as Rector for the first three years. Among his colleagues will be Prof. Werner Sombart, of Breslau, an authority on national economy; Dr. Schær, of Zürich; and other instructors of known ability. The subjects dealt with in the *Handelshochschule* will be: political economy and sociology; the doctrines of coinage and currency; ethnology; the transport of goods overland; railways, post and telegraphs; marine affairs, and the sending of goods by sea. Moreover, there are to be both lectures and practical courses to impart instruction on all that relates to the printing and publishing of books and newspapers. Since the object is to make the bookseller

and the pressman aim at the highest, the public as well as the printed matter trade is likely to be benefited by this department of the *Handelshochschule*. Its general activity should be serviceable directly to commerce, and indirectly to liberal education, which gains, as we have often said, when to the bread-winning arts is allotted a separate home.

We communicated in due course the news that an increased payment was to be called for from foreign students attending a German polytechnic or technical *Hochschule*. The justification for the increase is that these institutions cost the State a large sum to maintain, and that a foreigner can hardly claim to derive advantage from taxes to which he does not contribute. At the Karlsruhe Technical *Hochschule* the entrance fee is now raised for him from 10 to 20 marks, examination dues from 50 to 75 marks, whilst he must make an extra payment of 50 marks every half year to the academic chest. Similar demands are put forward by other polytechnics. But it is an erroneous report that has gone abroad that the German Universities are charging, or intend to charge, higher fees to foreign students. "We have no manufacturing secrets," said Rector Diels, of Berlin. "Our knowledge suffices, like the seven loaves in the Gospel, for many thousands; and the more there is taken from it the richer is the blessing that flows." Last summer half-year the number of foreigners at German Universities was 3,888, as against 2,192 ten years ago. Their presence is a testimony to the efficiency of German academies; the liberality with which they are treated attests a true and broad-minded zeal for learning.

The obligatory continuation schools in Berlin contained in October, according to a rough estimate, twenty thousand pupils grouped in about six hundred classes. For the housing of so large a number ten school buildings are employed, one for each of ten school districts into which the town is divided. Four buildings are used exclusively for continuation schools; in these instruction begins at 7 o'clock in the morning. In the other buildings, occupied during the day by ordinary schools, the continuation schools cannot get to work until late in the afternoon. A striking detail in connexion with them is that there is a sort of informal co-operation with employers of labour. Thus for some trades the school hours are, at the desire of the employer, shortened in summer and lengthened in winter. We hear from several quarters of similar co-operation, to which we attach very great importance. If the continuation school is open all day, the employer may be consulted as to the hours when his boys can most conveniently be spared; and, in any case, his wishes may be heard with regard to the matters of instruction. In Charlottenburg the workmen's guilds are strongly in favour of the continuation schools; but they desire to see them united with the handworkers' schools, and to have all instruction given in the evening. Workmen and apprentices could then be taught at the same hours and be free to work together in the day. The guilds urge, moreover, that in the schools trades should be taught by master workmen. German workmen, it would seem, are conscious of the value of efficiency and know the means by which it is to be obtained.

The new *Lehrplan* for the higher schools of Württemberg has been brought into its final shape and comes into effect with the school year 1906-7. Since it embodies the latest views as to the distribution of time and other matters, we devote a few lines to it. An attempt has been made to satisfy two parties: those who hold that the schoolboy is overburdened and those who urge the claims of "modern" subjects. Accordingly the hours assigned to classics have been reduced in number; yet more time has been found for English, drawing, and shorthand. We confine ourselves here to the *Gymnasium*, and print a table that shows the hours a week given to the three obligatory languages. We may explain that IX. is the highest form, and that the totals are got by adding the hours a week spent in each form.

	I. (- Sextal)	II. (- Quinta, and so on)	III.	IV.	V.	VI.	VII.	VIII.	IX.	Total.	Hitherto.
1. Latin ...	10	10	9	8	8	8	7	7	7	74	81
2. Greek ...	—	—	—	6	6	6	7	7	6	38	40
3. French ...	—	—	—	4	3	3	2	3	2	19	18

It will seen that in the highest form the time allotted to classics is 13 hours a week. Since the hours of instruction are 30, if we take the normal English school week as 26 hours, it will appear that the English sixth form classical boy, treated like the German *Gymnasiast*, would be taught classics for less than two hours a day. Some months ago we made the same calculation on the basis of the Prussian time-table. Those who know English public schools will see that, rightly or wrongly, classics have in them a weight that is not attached to them in German *Gymnasien*. We offer next a table illustrative of a very important subject—the proportion of home-work to school instruction

The Würtemberg plan fixes it thus :

	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	Total.	Hitherto.
Hours a week of instruction in school	25	26	29	29	29	30	30	30	30	258	266½
Hours a week for home-work	6	6	9	9	11	12	12	12	12	89	—

Thus the youngest boys must do, on an average, one hour of preparation every day ; not more than two are required from the oldest. As hitherto, no lessons must be set for Sundays, festivals, or holidays.

We read a few days ago that classics were triumphing all along the line. In no case known to the writer of this note has Greek gained during the last fifteen years. Humanists of the old school would weep at the language of the new *Lehrplan*: "The aim of instruction in Greek is that the pupil may be able to read Greek prose and poetry with understanding. Grammar and written exercises have no other object than to give and maintain the linguistic knowledge necessary for this end. Sufficient is grammatical training within the limits of Kägi's 'Short School Grammar,' with the omission of not frequently occurring irregularities." Are all our fine compositions nought ?

AUSTRIAN EMPIRE.

The value of home-work and the amount of it that may properly be exacted are themes upon which discussion never entirely fails. In Austria it has recently been urged that written exercises in foreign languages (especially under the New Method) done at home have but small worth, and that they are morally undesirable in that they induce dishonest practices. As a document for the use of readers interested in the question of home-work, we give the regulation now in force in Hungarian secondary schools (*Gymnasien* and *Realschulen*). Written exercises are allowed as follows:—In Hungarian: Classes I.–III., 2 a month in school ; Class IV., 2 a month in school or at home ; Classes V.–VI., 6 a year at home and 3 in school ; Classes VII.–VIII., 1 a month at home. In Latin: Classes I.–II., 2 a month in school ; Classes VII.–VIII., 2 a month in school or at home. In Greek: Classes V.–VI., 2 a month in school ; Classes VII.–VIII., 1 a month in school. In German: Classes I.–IV., 2 a month in school ; Classes V.–VI., 1 a month in school in the *Realschule*, 2 in the *Gymnasium* ; Classes VII.–VIII., 1 a month in school or at home. In French: Classes III.–V., 2 a month in school ; Class VI., 1 a month in school and 1 at home ; Classes VII.–VIII., 1 a month in school or at home. It appears, then, that in the lowest classes no written home-work of any kind is required ; whilst for the highest classes it is compulsory only in the case of the mother tongue. We add that we are merely reporting facts ; we express no opinion here on the much-debated subject. And, by the way, secondary schools in Hungary are said to be very bad.

UNITED STATES.

A singular feature of education in our own times is the extent to which it is carried on by means of essays. We do not speak of the ordinary school essay on "The Choice of a Profession" or "How the Holidays were spent," but of more formal compositions to which children are induced by stimulus from without the school. If a society wishes to protect animals from cruelty, to promote the Imperial sentiment, or to maintain the strength of the Navy, it offers to school-children a prize for a paper on the best means of furthering its special object. We have no grave objection to make to the system ; its worst fault would seem to be that it encourages in the young a certain spirit of commercialism, a precocious desire to get from labour not knowledge, but money. The latest application of it in America is not, however, to the very young. Prizes amounting in the aggregate to 1,000 dollars are offered by the Merchant Marine League of the United States at Cleveland, Ohio, for the four best essays on "How to build up our Shipping in the Foreign Trade"—only students in high schools, technological schools, colleges, and Universities in the United States being eligible to compete. There will be four prizes, viz., one of 400 dollars, one of 300 dollars, one of 200 dollars, and one of 100 dollars. Students desiring to compete for these prizes must register their names and the institutions that they are attending with the League in order to have their essays considered. Essays must not exceed 2,500 words. If we were judges in the competition, we should wish them to be still shorter. It would be well if some humane society would arrange for members of Parliament, lawyers, and others a contest in which the palm should be awarded to him who packed most meaning into a score of words. As to the American competition, we observe with interest that candidates may advocate either protection or free trade. This brings us to the gist of our note, which is that the best opinions for the young are those that they form for themselves. A school essay, of whatsoever sort,

should be commended in proportion as it reflects the writer rather than his parents. It is on independence of thought in the child that the ultimate formation of sound public opinion depends.

We quote from the *School Journal* a suggestive paragraph : "The school day in Minneapolis is to be shortened fifteen minutes. The schools will close at three o'clock in the afternoon instead of three-thirty. Half of the time thus lost will, however, be made up in the morning, when the schools will open at a quarter to nine instead of at nine o'clock. The departmental sixth, seventh, and eighth grades will open at half-past eight. The school playgrounds will be kept open until half-past three in the afternoon for the use of children whose parents ask that they be allowed to play there during the half hour after school. Superintendent Kendall believes that the fifteen minutes of extra time in the morning, when both pupil and teacher are fresh, is more than worth the half hour lost at the end of the day, when both are likely to be fagged out. By training pupils to apply themselves more thoroughly while in school, Mr. Kendall expects, also, to lessen the amount of home study."

Superintendent Kendall seems to us to have the root of the matter in him. What is most important in education is the effort of the pupil. Where that effort is made is a secondary consideration. The proper business of the teacher is to stimulate intellectual effort by his words, and moral effort by his example.

CEYLON.

We have just received the report of the Director of Public Instruction for 1905. The total number of pupils returned as attending school is 263,233 ; of these 226,755 are in Government and grant-in-aid schools and 36,478 in unaided schools. If we take the three classes of schools together, the increase for the year is 16,851. Only the unaided schools have declined. The Director regrets to say that no further steps have been taken towards the introduction of definite moral teaching into the schools. Perhaps the most general interest attaches to the report of the Superintendent of School Gardens. We extract from it the following paragraph :—"I am able to report a more satisfactory state of affairs in school gardens generally as the result of a better understanding of the objects and requirements of the scheme on the part of teachers. To them the innovations introduced by it were not altogether welcome, as revolutionizing the time-worn order of things, and imposing additional responsibilities on themselves, while some difficulty was undoubtedly experienced in reconciling the schoolboys to the outdoor work required of them. It is now, I think, realized by both teachers and boys that book study and Nature study may appear in the curriculum of a village school without impropriety, that gardening is as suitable a form of recreation as any village pastime, and that, so far from being a degradation, manual work when efficiently performed is as creditable to the worker as the performance of a school task. The most encouraging sign of all is that a healthy spirit of rivalry has sprung up between one school and another, and that as a result there is now an *esprit de corps* which was sadly lacking during the first few years of the operation of the scheme. The decided views of his Excellency the Governor as to the village lad acquiring a training that will not disqualify him for a rural life are generally known and appreciated, and vernacular teachers are, to a considerable extent, modifying the old hard and dry routine of the school to suit the requirements of the new order of things. Altogether I think there is reason to believe that a beginning has been made through the school garden scheme and by object-lesson teaching in educating the sons of village cultivators on lines more in keeping with their environments and future responsibilities."

CHINA.

A silent change is going on in China—silent, but possibly of great significance. The establishment of elementary public schools of a Western type has been made obligatory on the various provincial officials. More schools involve a demand for more teachers. Now China, dazzled by the recent successes of Japan, seeks inspiration and new life from her once despised neighbour. Her officials, in the lack of teachers, are sending large numbers of men to Japan for a short course of training. Others resort thither of their own impulse. It is estimated that at the beginning of January, 1905, there were about 2,400 Chinese students in Japan. Since then they have been pouring in at the rate of five hundred a month ; so that the number now will exceed ten thousand. It is not deterrent to the Chinaman eager for knowledge that he must learn the Japanese language before he can profit by Japanese teaching. Since the students generally remain but a short time, their attainments must be superficial. But it is an interesting chapter in the history of civilization—this introduction of Western ideas and Western culture, as it were, through an Eastern conduit. Politically, China, by the process of learning from Japan, will be drawn more closely to her. And, indeed, the future of the one State can hardly be separate from the future of the other.

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JANUARY TO DECEMBER, 1906.

OCCASIONAL NOTES.

"LE Registre est mort; vive le Registre!"—To Clause 26, abolishing the Register, was added, on the motion of Lord Monkswell, and accepted by Lord Crewe on behalf of the Government:

The Teachers' Register.

Provided that it shall be lawful for His Majesty, by Order in Council, to constitute a Registration Council representative of the teaching profession, to whom shall be assigned the duty of framing and keeping a Register of such teachers as satisfy the conditions of registration established by the Council for the time being, and who apply to be registered.

The Register shall contain the names and addresses of all registered teachers in alphabetical order in one column, together with the date of their registration and such further statements as regards their attainments, training, and experience as the Council may from time to time determine that it is desirable to set forth.

The words need to be carefully scanned; for their full import may not be apparent to the uninitiated. "It shall be lawful," we need hardly explain, is the Parliamentary form of the categorical imperative. "Representative of the teaching profession" is not equivalent to "composed of representatives," as we believe the clause in its first drafting ran. As far as the Bill is concerned, there is no reason why the Council as at present constituted should not continue in office. For the Educational Council recommended by the Bryce Commission and pressed for by the Teachers' Guild we have still to wait. But there is one vital difference between this clause and Section 4 of the Board of Education Act of 1899, under which the present Register was established. The present Registration Council have only administrative powers, and those strictly limited. They differ in no respect from other officials of the Board, except that they are unpaid and not dismissible at will. Nor can the Board itself act except on the advice of the Consultative Committee. All this cumbrous machinery has resulted in a deadlock, and it is now scrapped. The future Registra-

tion Council, however constituted, will be autonomous. It will administer the regulations it has itself framed. How the transition from the old to the new is to be effected we will consider in our next number.

ALL who are interested in the registration of teachers (and what teacher is not?) should read "The General Medical Council, its Powers, and its Work"—an address delivered by the President, Dr. Donald MacAlister, at the Manchester University, October 2, and now published as a pamphlet. We have never blinked the fact that there are radical differences between the professions of medicine and teaching; but, in spite of these, it cannot be disputed that the medical art is at once a precedent and an exemplar for teachers. We too need a representative body which is at once "a Council of Education and a Board of Registration." How the General Medical Council has become a Council of Education, though it neither teaches nor examines, is shown in Dr. MacAlister's historical sketch, and the record is most instructive to teachers. The Council is representative and so constituted as to command "the full and complete confidence of the profession." Hence, without coercive powers it has been able, by using "peaceable persuasion in a reasonable manner," gradually to raise the standard of medical education throughout the kingdom. Why should there not be an analogous General Educational Council? How long shall we be content with a Consultative Committee which is nothing but a safety-valve for the Board of Education?

THE debates in the House of Lords do not simplify the problem of the abolition of tests for teachers in public elementary schools. The Archbishop of Canterbury seems to voice the general feeling when he insists that under no circumstances should the teacher be compelled to give religious instruction against his will. We are all for freedom nowadays. We do not want to put a premium upon hypocrisy by inquiring into a man's religious beliefs. But it is equally clear that tyranny lurks in forbidding a man to give religious instruction if he desires to do so. Therefore, says the Archbishop, let us have no compulsion; let a teacher be free to give this instruction or not as he may decide. But, later on, the Archbishop says that no one can give this instruction so well as the trained teacher and that in many places there will be no one else qualified to give it. The necessary result, therefore, will be that the teacher will be appointed just because he is willing to give denominational instruction. In this way are introduced religious tests. We have no wish, say the managers, to inquire into your religious beliefs, but we require a man willing to give such and such instruction. The problem is insoluble. So long as there are denominational schools, managers must endeavour to get teachers in sympathy with their particular denomination. To prohibit teachers by law from giving this teaching will be to cause a great hardship to many men and women who consider it a privilege to give religious instruction, and it will render religious instruction almost impossible in many schools. To allow the teaching is practically to impose tests. We see no escape from the dilemma, and can only trust to time and general good will to lessen the difficulties.

IT is, in our opinion, distinctly a wise move on the part of the London Education Committee to admit reporters and the general public to its meetings. When the Educa-

Education Committees and the Public.

tion Committees, under the Act of 1902, were constituted many and loud were the outcries that the publicity attaching to the previous School Boards had been exchanged for hole and corner meetings hidden away from the light of public criticism. Gradually bolder counsels prevailed; one Committee after another decided to admit the press. London is, we believe, the last, or one of the last, to give way to the popular demand. Henceforward both reporters and the public generally, so far as accommodation permits, can attend the meetings of the Education Committee in Spring Gardens—for it appears that the London Education Committee does not meet in the old Council Chamber of the School Board on the Embankment, but in the hall of the County Council. Some people are puzzled to discover why there is the option of publicity in the matter of a public body. The explanation is this: the meetings of public bodies, but not of their committees, are public; the Education Authority is a Committee of the Local Authority. On the general question there can be little hesitation in saying that it is a prudent move to admit reporters. There will always be much criticism of the actions of the Education Authority, and this criticism is made more acute and becomes more damaging in proportion as difficulties are placed in the way of the papers getting full information.

TO many people free and compulsory education brings as its corollary the provision of free meals. Sir John Gorst has constantly reminded us of the cruelty as well as the uselessness of working the brains of underfed children. Such is apparently the view of the advocates of the "Education (Provision of Meals) Bill" which is now before the House of Commons. The problem is not an easy one to solve. It is in accordance with English methods to take the first short-cut remedy that presents itself without searching deeply into causes or inquiring what is the real scientific cure. Certain children come to school apparently hungry: to endeavour to teach a hungry child shocks our feelings of humanity; therefore, feed the child. As voluntary charity is uncertain and troublesome, make the provision of meals the function of the Education Authority, and, to pacify the rate-payer, establish a machinery for recovering the cost from the parent. This, in brief, is the case for the Bill. Mr. Loch, on the part of the Charity Organization Society, has some strong arguments to the contrary. These arguments go much nearer to the root of the matter, and the resultant proposals are much more logical and scientifically correct. But they will not produce an immediate and tangible result. Therefore, they are likely to be overlooked, and we may in our desire to produce a facile remedy for an admitted evil do an incalculable harm to an ever increasing section of the population.

THE position advocated by the Charity Organization Society is briefly this. In the first place, the evil is not of very large dimensions. It can be met by voluntary agencies. It lies not so much in actual poverty and inability to provide the necessary food as in ignorance and carelessness. The real need is to improve the home conditions. "Is it not a mockery," asks Mr. Loch, "to give a child a dinner and to send him back to injurious and unhealthy conditions at home which are continuous in their effects, and to modify which no measures are at the same time taken?" It reminds us of the philanthropists who hug the belief that they are relieving the hardship of

the very poor by providing a hamper of Christmas fare once a year. The result of the Bill would be twofold: it would inevitably stop all voluntary subscriptions; therefore all voluntary agencies for the purpose of looking after the very poor school-children would cease their activities. Secondly, to put this form of relief upon the rates would be to turn it into an iron system which might gradually undermine the independence of and tend to pauperize an increasing class, but which could have no beneficial result in improving the conditions of home life. Far better to have voluntary agencies, which, in conjunction with the school doctors and the teachers, can investigate each case, give immediate relief where necessary, and gradually improve the conditions of home life. This remedy is more thorough, but less rapid in its apparent fruits. The remedy proposed by the Bill lends itself to advertisement on socialist and labour platforms, but it is only a palliative at best.

THE deputation of doctors, headed by Sir Thomas Barlow, which waited on Mr. Birrell urged three points: (1) the recasting of the syllabus of science teaching in elementary schools so as to embody the principles of hygiene and temperance without introducing a new subject; (2) the teaching of hygiene and temperance to all intending teachers; (3) a mandate to Inspectors to include hygiene and temperance in their reports. Mr. Birrell's answer, though guarded, was heartily sympathetic. In the last two resolutions the doctors were battering at doors ajar, if not wide open. Hygiene was already a compulsory subject at all training colleges, and Inspectors, as a matter of course, reported on the working of the Board of Education scheme for lessons in hygiene when it was followed. As to the first resolution, he invited the cooperation of the doctors in amending the Board's scheme, but cautioned them against excess of zeal. Temperance must not be interpreted as total abstinence: public opinion is not ripe for such doctrine. Hygiene must signify plain rule of health—the virtues of soap and open windows—without any technicalities or learned jargon. Lastly, he pointed to the opportunities for educating both teachers and parents that were offered in his Education Bill by the medical inspection clause.

MR. BIRRELL, as President for the year of the Salt Schools, Shipley, apologized for not delivering a set address; but his speech, though discursive, had one central idea—the unity of the profession. He deprecated, in particular, any rivalry between the secondary and elementary schools. That there is not the slightest indignity in being an elementary teacher is a platitude that, in the mouths of some speakers, would mean no more than the pious aspiration of the Primate that Dr. Clifford might have a seat in the House of Lords. But Mr. Birrell has proved his faith by his works. With increased facilities for education class distinctions are bound, sooner or later, to disappear; but Mr. Birrell can, and will, quicken the process.

A CASE of the greatest importance to head masters and assistant masters in secondary schools in reference to tenure is likely to come before the courts for decision. The points at issue are somewhat similar to those that were brought forward in the famous Grantham case some years ago, but which remained undecided after the inquiry. It is hoped that a decision may be obtained as to whether assistant

Mr. Birrell
on Hygiene.

Mr. Birrell
on
Class Distinctions.

An Important
Tenure Case.

masters in endowed schools are the servants of the governors or of the head master. This is important from many points of view, and in particular as to liability for payment of salary. Secondly, the important point will be raised as to whether or no the resignation of a head master terminates *ipso facto* the engagements of the assistant masters. The case has arisen in Richmond Grammar School, Yorkshire. A new head master was appointed in the course of the summer holidays. On September 10 he wrote to each of the four assistant masters that he had decided to commence work on September 21 with an entire change of staff. The men in question, therefore, appear to have received ten days' notice of dismissal from the incoming head master. It does not seem necessary to introduce any personal feeling into the case. There may have been several reasons why it was well to have a change of staff, and, if the new head master had accepted the existing staff and given all the masters notice in September that their engagements would terminate at Christmas, he would have been acting within his legal rights according to the scheme.

THE Head Master of Richmond Grammar School, Yorkshire, probably assumed that the engagements of the staff terminated with the resignation of his predecessor, or his predecessor may have given formal notice of termination of the engagement. On these points we have no information. According to the usual scheme, the head master appoints assistants and dismisses them at pleasure. It does not seem that assistants are servants of the governing body, although the responsibility for payment of salary is generally admitted to lie with the latter. To unprejudiced people it must seem an anomaly that when the head master of a school dies or resigns the whole staff should fall with him—a state of affairs that is never admitted at the public schools; nor, of course, could it apply to the newer municipal or county schools. Whatever one's views may be, it would undoubtedly be an advantage to have the matter definitely settled. Assistant masters demand, and, in our opinion, rightly demand, that they shall be held to be servants of the governing body. This was one of the findings of the Joint Committee over which Sir Edward Fry presided. Incidentally, it may be possible to have a decision as to what constitutes the usual notice, as in the present case it seems the men dismissed will claim that they received ten days' notice. The whole question of the tenure of assistant masters is in a condition of fog, and any decisions that will throw light on the position will be welcome. When assistant masters know exactly how they stand in the eyes of the law they will know how to work for the reforms that they desire.

SOME months ago the Surrey County Council and the Quarter Sessions appointed a Joint Committee to inquire into instruction in military drill and in rifle shooting in all schools aided by public funds. The report has features of general interest. As regards public elementary schools, the decision is that physical drill is more useful to the children, seeing their age, than instruction in rifle shooting. It is, therefore, recommended that public money should not be devoted to the latter object, but that where rifle clubs exist and are supported by voluntary subscriptions they should be continued, but should be limited to children over twelve years of age. In the secondary schools the Committee strongly advocate the formation of cadet corps. One such corps, at the Richmond County School, already exists, and

it is recommended that the remaining nine schools should go and do likewise and that the corps should be supported out of public funds. A further recommendation dealing with evening schools is somewhat of a novelty. It is recommended that drill and rifle shooting should be included in the curriculum of these schools and should be paid for out of public moneys, so far as students of the age of fourteen to seventeen are concerned. At the age of seventeen those who have the taste can join a Volunteer corps. The suggestions seem to us eminently sound. Children at elementary schools are much better employed in a general scheme of physical training than in the specialized form known as military drill; but in evening schools the inclusion of drill and of rifle shooting would form a useful attraction and would certainly be popular. The boys would be just of the right age to get the benefit. Other counties will, no doubt, also consider the matter.

MR. CYRIL JACKSON, in his report on the education of Man, to which we refer more fully on another page, gives an account of a school that would shock the professional educationist. It is a boarding school—a home for orphans, truants, and the like. There are sixty-two children, ranging in age from one and a half years to sixteen years. There are two industrial-school boys, four truants, eleven Poor-Law children, and forty-five miscellaneous orphans of both sexes. These are taught by one teacher, who is apparently a woman. There is no workshop nor any kind of industrial training for the boys; the girls scrub and clean the house. We are, of course, in error in saying that the children are taught by one instructress. The words of the report fit the case better: "One teacher attempts single-handed the impossible task of teaching the whole number. . . . She is doing her best." In fairness to the people of Man we must add that Mr. Jackson found the home excellently managed in all other respects; there are playroom, playground, and garden; "the children are thoroughly well cared for, and seem happy." It is only the intellectual education that falls short of the desirable. The report adds, with some point: "The time when any kind of schooling was considered good enough for the waifs of society has gone by, and it is now recognized that they need to be thoroughly well equipped if they are to succeed in after life." It might be added: "if they are not to be an avoidable burden upon, and danger to, society."

WE learn from the *A.M.A.*—the new form of the circular to members published by the Association of Assistant Masters, and now issued to the public—that a fresh clause dealing with examinations is being inserted into some schemes for endowed schools. The important words are these: "Once at least in every two years there shall be, at the cost of the foundation, an examination of the scholars by, or under the direction of, a University or other governing body, with the assistance, if the governors think fit, of any of the teaching staff of the school." We could laugh at this remarkable change of front when we recollect that only a very few years ago it was considered quite impossible for any teacher to have anything to say in the examination of his own pupils. But latterly we have been reminded of the example of Germany, and—still more important—we have had the action of the London University, which in its school examinations seeks the genuine co-operation of members of the staff. The fact is we are suffering from a natural reaction brought on by a surfeit of outside ex-

An Olla Podrida
in the
Isle of Man.

The
Points at Issue.

Military Drill in
Surrey.

Branding our own
Herrings.

aminations conducted without any special reference to the work or the conditions of the school. If a school is examined by the staff alone, there is a difficulty in maintaining the standard of work. We need a combination of the two systems—an outside body to supervise the papers and see that the standard conforms to the general standard of work in secondary schools, and inside advice to ensure that the papers shall be within the curriculum of the school.

MANY people have charged Prof. Sadler with a sudden change of front in regard to the education of children of well-to-do parents before they reach the age of twelve years, and much discussion has resulted. Ideally, we would all admit that children might attend the free schools until the age of eleven or twelve, when they would pass on to the secondary school to receive the advantages of their share in grants of public money. Practically this cannot be in society as it is constituted at present. And Prof. Sadler would not advise parents who can afford to do better for their children to send them to the public elementary schools, on the ground that the small proportion of teachers makes it impossible to give the individual care that is desirable. He argues therefore that parents must themselves pay the whole cost of education of their children up to the age of twelve years. To many this is a hard saying, seeing that all parents alike must pay rates and taxes. But we see no way out of the dilemma. In a few cases there are endowed schools that take children at nine years of age, or even earlier. These children get their share of the endowment, but they get no direct Government grant until they reach the age of twelve years. Except in the case of old endowed schools, we cannot doubt that Prof. Sadler's position is unassailable. Avowedly to provide, at the public expense, one kind of education for the poorer classes and another for the privileged classes would be impossible in a democratic age. Unless the public elementary schools have their staffs at least doubled, parents who can afford it must pay for the education of their children until they are old enough to enter a public secondary school.

A REPORT written by Dr. James Kerr, Medical Officer to the Education Committee of the London County Council, on "Bathing Arrangements in Schools in Germany and Holland" shows that we in England have much leeway to make up in this matter. It has been our custom to vaunt ourselves on our bathing proclivities, and even to hint scorn at the neglectful habits of other nations. Yet the traveller from the States is horrified to find in his hotel bedroom a tin saucer instead of the fitted bath to which he is accustomed in his own country. In town life baths mean money—not only the water rate, but the cost of space. In Germany every child has the opportunity of a hot bath at school once a week, except in villages where no permanent water service is available. In Holland the facilities are almost equal to those in Germany. The system usually adopted consists of washing in some sort of trough in water heated to 95 degrees Fahrenheit, followed by a shower gradually cooling to 65 degrees. The children must stay in school for a time after the bath to lessen the risk of catching cold. Everywhere the same testimony is given with regard to two results—it is more easy to keep the class-rooms fresh, and the children are invigorated and can work better.

"One Law for the Rich,..."

Bathing
in Elementary
Schools.

A CORRESPONDENT writes: "As I was having my hair cut the other day I inquired what had become of an assistant—a rather dreamy-looking, imaginative German, who was no longer in the shop. 'Oh, he has gone to manage So-and-so's shop,' said my informant, 'but he won't get much custom—he knows too much to get on.' And then he added: 'These Germans, they're all alike—they know too much.' Two things struck me in this *obiter dictum* of a man in the street. In the first place, his experience had taught him that the Germans were much better educated than himself; and, secondly, his remark implied a strong contempt for education as an instrument tending towards success in life. A wider experience would have enabled him to discover that Germans do 'get on,' and that this success is not unconnected with their education. But the interesting point is that he, typical of many of his fellows, has not realized the use of education in the battle of life. This may be the result of obtuseness and of the obstinate belief of Englishmen that they will get along all right by the exercise of their 'common sense,' not always to be dignified with the name of 'native wit'; or it may be because the education given in many schools does not result in giving a boy the conviction that his wits have been sharpened by the process." Against our correspondent's suggestion we may place the large numbers of men and women who, born to no special privileges, have found their elementary education the stepping stone to a career in which a practised brain and a well stored memory have won success.

LOCAL AUTHORITIES.

READERS of Mr. Cyril Jackson's report on the secondary and higher elementary education of the Isle of Man will feel regret that the services of such an able and clear-sighted Inspector have been lost by the English Board of Education. The report shows the disabilities under which the Manx schools, and the education generally of the island, are suffering; but it is in the suggestions for improvement, and in various remarks scattered here and there through the pages of the report, that Mr. Jackson shows how completely he is abreast with the most modern educational methods and organization, and how fully he realizes that education to-day is democratic and must be based on public feeling and adapted to the needs of every class. "Scholarships," says Mr. Jackson, "should be looked upon as an investment by the community in the brains of its best members." Any local councillor or rate-payer who wished to contest this might be reminded of the fable of the body and the members. "The true aim of the teaching of English," we read, "is the development of the power to use books, and not the memory of the contents of a few Readers." We fancy Mr. Wells would agree with this; and, if examinations allowed teachers to realize the truth of the maxim, many children would leave school far better equipped than at present for the battle of life. The following words give a wise hint to the Authorities:—"Aptitude, not knowledge of a few facts, is required; the commercial man demands from his employees intelligence, not a smattering of theoretical book-keeping; the result aimed at in manual training is handiness combined with a grasp of constructive principles, not the knowledge of a few carpenter's joints; science teaching is directed towards the acquisition of a scientific spirit, not of a store of chemical formulae."

THE present provision for secondary education in Man, and the extent to which it is made use of, would imply at first sight a more satisfactory state of affairs than careful analysis would endorse. The statistics show that 13 per 1,000 of the population are in schools where higher education is given. The population is unfortunately decreasing, and is now taken to be about 54,000. The number of pupils is 747; but of these 129 are boarders in King William's College whose homes are outside the island. Taking away these, and adding 88 pupil-teachers, we get 706 Manx pupils, which gives 13 per 1,000. If, however, we take away the 187 pupils under twelve years of age, the proportion is lowered to 9.5 per 1,000. Besides King William's College there

The Existing
Provision.

is one other non-local school—for girls, with 29 pupils. There are four endowed schools, boys' grammar schools at Douglas and Castletown and Ramsay, and a girls' high school at Castletown. There is one "public secondary" school at Douglas taking boys and girls. There are also six private schools. The report shows how some of the grammar schools have fallen on evil days, one in Peel being completely closed, and urges that changes in organization and much more liberal support are urgently necessary. King William's College has the reputation of an English public school, but the other endowed schools have suffered badly for want of funds, while the provision for girls' education is sadly lacking. In Douglas alone do we find a secondary school of the modern type, supported by the town and inspected by the Board of Education. Here boys and girls have equal opportunities. Incidentally Mr. Jackson remarks: "On general lines both boys and girls require the same training in their early years."

Mr. JACKSON sees, of course, that more money from public funds must be found. One source yet untapped so far as higher education is concerned is the grant from Excise, better known as the whisky money. But

Remedial Measures.

more important than money is the need for insisting that pupils shall make a longer stay at the secondary schools. The charts showing the duration of the school-days of the boys who have left school during the last two years are more ragged than any similar charts we have ever seen. In no case is there a solid block from the ages of twelve to sixteen, not even from thirteen to fifteen. Boys come early and leave early, or they come late for a year's "finishing." With entries and leaveings at all ages it is impossible to scheme a satisfactory schedule of work. There is no definite local industry, and therefore no direct need for technical education. What is wanted is a general education that will encourage self-reliance and enable pupils to adapt themselves to new conditions. Before anything can be done satisfactorily, the administration should be altered. The Council of Education of the island should have wider power and real control over the schools. The area is too small for a number of Education Authorities. The educational endowments are not at present well used. They should be centralized and devoted to scholarships, or to the aid of secondary education in some form. More secondary schools, especially for girls, should be founded and supported by the Local Authority. Supplementary classes in elementary or higher elementary schools should be formed. To some extent the report deals with elementary education and we note two useful suggestions: more instruction should be given in household management; and, in order to encourage children to stay longer at school, leave of absence should be given during the tourist season, which is not long, and in which the elder children are required for work of various sorts.

THE report of Dr. James Kerr on the bathing arrangements in schools in

Hot Baths at school.

Germany and in Holland, which the London County Council has issued, is full of interest. About 85 per cent. of the children in all schools in Germany and Holland, in districts where there is a permanent water supply, have a weekly bath. The very young children are excluded because of the difficulty of dressing them, and the elder girls sometimes give up the habit. There is no compulsion, and the chief objectors are in Catholic districts, in schools where the arrangements are not considered sufficiently private. The usual system is to have a dressing room to accommodate about thirty; some of these have separate dressing boxes for all, some for a few elder children. The baths consist of a number of shallow troughs in which the washing takes place. This is always followed by a shower bath. In some schools each child has a separate bathing cell and dressing cell. The space occupied by these is not large, as the bathing trough need not be above 2 feet square. In no case is the installation exceedingly costly. Dr. Kerr considers that a dressing-room to hold about twenty-five, with a few curtained cells at one end, and a bathroom for the same number with a few curtained bath cells, is sufficient for the use of a large London school. The testimony of teachers and doctors is strong as to the beneficial results of the introduction of school bathing. The air in the class-rooms is better, the children are better able to work, and there is a great improvement in their underclothing and general habits of tidiness. In one school visited there was a special installation for the use of the staff. There is nothing said about the use of the baths in the holidays. Perhaps this would prove impossible, as it might mean having a teacher always present for disciplinary purposes.

WE have received from the Kent Education Committee the fourteenth report and a copy of the "Directory for Higher Education." The latter document gives a most useful account of the opportunities afforded to the inhabitants of the county in the matter of scholarships,

Secondary Education in Kent.

and especially with regard to help and information in agricultural pursuits. Few counties have an institution like Wye College able and willing to help the farmer and gardener in a variety of ways. From the report of the Committee we learn that a large expenditure will be necessary in

the next few years on the provision of new secondary schools. Eight districts are in need of schools for girls. These are to be built by, and remain the property of, the Council. In the existing secondary schools that are under the control of the Council all the teachers are to be formally dismissed, in order that they may be reappointed under the new conditions of appointment. The appointment of head teachers is to be subject to six months' notice on either side, such notice to expire at the end of a term. The conditions relating to assistant teachers ought to be welcomed by their associations, as they seem exactly what assistants have been asking for. After one month's probation, the appointment is to continue during good behaviour, until terminated by written notice on either side, such notice to be given not later than the end of the first week in term. Of course, if this condition is rigidly exacted by the Committee, some assistants may regret the old *régime* under which a head master could generally be induced to waive his right to notice in case the assistant was offered promotion at the end of term or even in the holidays. The scale increase of salary is to be given annually, subject to the Committee's approval, and payment is to be six times a year.

It is impossible in a paragraph or two to do justice to the many activities referred to in the Annual Report of the Manchester Education Committee. We pick out for notice here some of the Committee's work that

Care of Children in Manchester.

deals with the child out of school. Children are taken without payment to the Corporation swimming baths, under the charge of a teacher. They may go by themselves at a cost of $\frac{1}{2}$ d. There are at present no arrangements for hot baths in the schools, but perhaps Manchester may be the first city in England to adopt the German plan. With regard to playing fields, a Committee is engaged on a scheme by which it will be possible for the elder children to have one afternoon a week in the playing fields under supervision, this to count in the time-table. In addition, several school playgrounds are open from after school to dusk in summer. The difficulty with regard to playing fields is to find space, either in public parks or elsewhere, that is not too costly and too remote from the schools. The country school has had a useful and pleasant season of work. Some twelve hundred children and teachers have enjoyed a fortnight in the country. The work has been carried on by a voluntary Committee who have made themselves responsible for the greater part of the cost. Special arrangements for the cure of stammering have been made, and the report shows that a great success has been attained. Prof. Léon Berquand was engaged to give a course of lessons to ten children. These were cured and a subsequent examination after some months showed that no relapse had taken place. The children who stammer are now under the care of Miss Mona Clay, who recommends a course of five weeks—three for uninterrupted instruction and practice and two more for occasional reunion. The savings bank continues to be an important feature. More than £20,000 has been deposited during the year.

THE Manchester City Council has adopted a new scheme for the constitution of the Education Committee, which has been forwarded to the Board of Education for approval. Under this scheme there will be twenty

Constitution of the Education Committee.

Council members, as against thirty at present. Three are to be recommended by the Withington Committee, and two are to be representatives of the Moss Side wards. Thirteen co-opted members will replace the twenty-one under the previous scheme. They are to be persons of experience in the management or administration of elementary education in provided or non-provided schools, of technical and commercial education, of secondary schools, and of University education. The Withington Committee is to have the right of nominating one of the co-opted members. Thus the total number of the Committee will be reduced from fifty-one to thirty-three. A smaller Committee is certainly more business-like than a larger one, and, assuming that the Committee is strong enough in numbers to provide sufficient members for the necessary sub-committees, the change should be beneficial. There is one clause of the new scheme that we do not deem sufficiently generous. Two at least of the co-opted members must be women. We can only hope that "two at least" will not be taken to mean "two only." Two women out of a Committee of thirty-three have not a fair opportunity of impressing their views, even if they are the most regular of attenders; nor does this scanty number make it possible to give to women all the sub-committee work for which they are specially suited. We have also received a copy of the "Directory of Evening Schools and Classes in the City of Manchester," which contains full information as to time-tables, fees, and other matters of the city's work in this direction.

THE annual report of the West Riding Education Committee,

The Annual Report of the West Riding.

which we have just received, is a modest, tersely written document, and yet so full of evidence of useful work accomplished and necessary problems tackled that we can hardly realize that the Committee have only been at work under present conditions for two years,

and that this is only their second report. No less than £6,000 have been spent in helping existing teachers, both elementary and secondary, in gaining further qualifications or in making good deficiencies owing to lack of earlier opportunities. The pupil-teacher scheme is fully organized, but there is still a want of sufficient training-college accommodation, and the Committee intend to remedy this. The building of eight new secondary schools has been undertaken. Three of these are for girls, and the remainder are dual. The report realizes the disadvantage of children entirely dropping their education when they leave the elementary school, and only coming back to the evening school after the lapse of a year or more. At first they are proud of their new independence, and perhaps find their new work so arduous that they have little energy for book-learning in the evening. The result is disastrous. When the children begin to realize their own ignorance they come to the evening schools to find that they have forgotten much and lost the habit of study. The teachers are then inclined to do over again the work of a primary school. With regard to the elementary schools, the Committee have taken to heart Mr. Marvin's report of the previous year, that the least satisfactory portions of work in the elementary schools are at the top and the bottom. Much has been done to make up deficiencies in both respects. A sum of £5,275 has been granted to Leeds University and £2,320 to Sheffield.

Education in Plymouth. THE Plymouth Education Authority is hard at work organizing and supplementing the provision for secondary education in the borough. It is intended to establish a new public secondary school, and this will necessitate a revision of the present arrangement with the school that is permitted to take the title of the Corporation Grammar School. The Committee find so much difficulty in the restrictions imposed by the Board's Minute on Higher Elementary Schools that it has been determined to work the intermediate school as an upper standard public elementary school. There are some eighteen hundred children attending private and proprietary schools in the town, and the Authority rightly thinks that it ought to control and guarantee the education given in these schools. Free inspection by the Board has accordingly been offered: two schools are already recognized by the Board as efficient schools, and it is hoped that the others will be inspected during the coming year. In connexion with the elementary schools a useful fund known as the "School Children's Fund" has been started by private generosity. The objects are to provide meals, wearing apparel, spectacles or other hygienic appliances, to give treats to afflicted children, and to grant small sums to head teachers for miscellaneous wants. An interesting case has been heard in the Courts during the year. The Authority made a rule that the marriage of women teachers should be equivalent to three months' notice of termination of appointment. Claim was made by one teacher against this rule and damages were awarded, but on appeal the decision was reversed. The medical officer reports again as to the unsuitable character of the seats and desks in the majority of the schools. "No support," he says, "is given to the back, and there are no means of altering the angle of the desks." The ophthalmic surgeon finds so many traces of eye trouble that he says the present system of cursory inspection is of no help to the children, though it may be of use in compiling statistics. He says that neither he nor the other hospital surgeons can possibly cope with the work if it is to be done thoroughly. He, therefore, suggests that about two hundred cases each year should be properly examined and fitted with glasses, and that, if this were done, in a few years the number of cases in the schools could be reduced to reasonable limits. We have also received from the Plymouth Authority the "Education Directory" for the present session. The book is clearly arranged, admirably produced, and enlivened with many illustrations showing the art rooms, workshops, and domestic rooms provided for the students.

The City and Guilds Institute. THE City and Guilds of London Institute presents a report dealing fully, amongst other matter, with the new situation created by the proposed establishment of the "London Charlottenburg." Partial arrangements have already been made by which the students of the Royal College of Science and of the Central Technical College have used the same laboratory, thus avoiding the expense of duplication for two colleges that are situated close to one another. The Institute has appointed a Committee to confer with the Departmental Committee, and it remains for the Board of Education to take the next step. The rest of the report deals with the work of the colleges managed by the institution. The work they do is undoubtedly of the highest utility, and many engineers owe their excellent equipment to it. Yet the report recognizes that there is a greater demand for the highest skilled teaching than can be met under existing conditions. On one point we would venture to offer a suggestion. The students come straight from the secondary schools, many at the age of sixteen or seventeen. As the report points out, this necessitates the provision of a first year's course of a general character in mechanics and mathematics, physics and chemistry. It might be better, in that it would relieve the college of a

certain amount of non-technical work, if the age of entrance were raised and the entrance examination stiffened. Against this proposal we have the Dean's report, in which he finds great fault with the work done by students before their admission. "Far too little," he says, "is done to inculcate exact and careful habits of working; it rarely happens that a student comes to us who knows what an experiment is." But with the improvement of secondary education and its equipment which is rapidly going on all this ought to be altered. We have also received from the same body a report on the work of the Department of Technology.

The Glasgow and West of Scotland Technical College. THE first section of the new building of the Glasgow and West of Scotland Technical College has now been formally opened, though it had previously been used for classes. When completed, the structure will be the largest of its kind in Britain. Like all institutions for higher education, there is a difficulty in getting adequate funds no less for capital than for income charges. In the United States, to which country the Secretary and Director, together with the Professor of Mechanics, were recently sent on a tour of investigation and inquiry, it is found that the equipment is generally better than in England because of the more ample provision of funds. Some £250,000 have been subscribed for the Glasgow College, but more is wanted. It is also pointed out in the report that this college will be the only institution of its kind standing quite by itself and not incorporated with any University. The college at Bristol, which at present is independent, will be incorporated in the projected Bristol University. It is therefore probable, or at any rate possible, that the governors of the Glasgow Technical College may come to some arrangement with the University of Glasgow.

Warwickshire. THE Warwickshire Education Committee find considerable fault with the new Government Regulations for special subjects, especially in reference to cookery classes, on these grounds: a serious loss of grant, a considerable waste of teachers' services, a serious reduction in the number of children who will be able to receive instruction in cookery, or, if the present instruction is continued, a need for a large increase in expenditure upon additional premises and teachers, and the impracticability of giving instruction in cookery to children in small rural parishes. These new Regulations were issued within one month of their coming into operation. As all efforts have failed to reduce the Board to greater leniency, the Committee has circulated the correspondence among the other counties with a request for support as against the Board. In the matter of scholarships it was felt that the existing arrangements were not satisfactory and new regulations have been issued. Major and minor scholarships are to be tenable for three years. To meet the increased expense the numbers have been reduced—twenty-four minor and sixteen intermediate. The maximum age limit for minor scholarships is to be twelve years, and the joint examination that had been held with Somersetshire is to be given up and a special examination for Warwickshire is instituted.

Other Reports Received. WE have also received the quarterly report of the Staffordshire Education Committee, dealing chiefly with ordinary routine matters. The Northampton Institute sends us a bulky volume giving its educational and social announcements for the session. The report contains illustrations of the various departments and gives a most attractive programme to induce the dweller of East London to spend his (or her) evenings pleasantly and profitably. The Northampton Institute is in John Street, E.C. The Borough Polytechnic sends us a similar volume, though not quite so lavishly prepared. We have also to acknowledge the receipt of the report of the Medical School of St. Mary's Hospital, which gives a full account of the facilities offered to students. From Gloucestershire we have a volume of nearly three hundred pages dealing entirely with the receipts and expenditure on elementary and higher education, and similar statistical information. The prospectus of the Bradford evening schools and classes shows that that city is not behind others in the facilities it offers to its inhabitants. The West Riding of Yorkshire sends us a further handbook dealing with elementary education; and from the London County Council we have a prospectus and time-table of the School of Photo engraving and Lithography, in Bolt Court, Fleet Street.

GRAY's "Elegy" was published within a few years of Johnson's Dictionary, and it is instructive to note how far his orthography differs from modern usage. In "Munro's Translations," reviewed in another column, the original spelling is preserved. Gray wrote: *curfew, tinklings, mopeing, echoing, huswife, ile (aisle), sooth (soothe), rhimes, Hamden (Hampton), wreath's (wreathes).*

DOROTHEA BEALE.

MARCH 21, 1831—NOVEMBER 9, 1935.

*Reminiscences.**

ALREADY so much has been written on the subject of Miss Beale's work and her striking personality that we almost fear to force the note of praise by a fresh attempt to portray her and to estimate the value of her work; but no record that is sincere and at first hand can be deemed superfluous. She had early grasped most of the principles now accepted by all educational reform; she was able also to test those principles in practice, and at the end of a long life, devoted to one centre of work, she could formulate her observations and draw from them authoritative conclusions. While welcoming new developments in method and encouraging every form of individual experiment in teaching that was likely to arouse intelligence in the pupil, she adhered in the main to several broad, unchanging principles in the arrangement of school work. These may be roughly formulated: (1) The importance of the study of Scripture, as a means of quickening the sense of duty and strengthening the will; (2) mathematics, as providing mental gymnastics; (3) history and literature, as kindling and regulating the imagination; (4) languages (with some philology and grammar), as conducive to clearness of thought; (5) much and frequent written work, so as to cultivate the "gift of utterance"; (6) importance of the training of teachers; (7) the necessity laid on each to dedicate herself to a life of usefulness.

There is so much to remember, when asked for reminiscences of Miss Beale, that the task of selection becomes bewilderingly difficult. Our perception of her greatness has been a thing of such unconscious growth that it is almost impossible to analyse the grounds of our admiration and trust. Yet a few of the secrets of her personal influence seem gradually to be becoming clear. As in all great characters, so in hers, a variety of opposite qualities found space for co-ordinate development. She was prompt to decide, had a firm belief that her decisions were right, adhered to them with tenacity, and embodied them in action. Yet, on the other hand, she would, with most engaging readiness, listen to the proposals, even to the criticisms, of her staff. And very often, with almost naïve simplicity, she would accept and act upon the advice of a subordinate. In dealing with the Guild of Old Girls (of which she was *ex officio* President) this paradox of combined firmness and readiness to yield was often exhibited. The most striking case, I think, was in connexion with the corporate work of the Guild. Soon after its formation a general desire arose to join in some central effort of social service, besides the various local utilities in which individual members were engaged. Miss Beale wished this corporate work to have its centre at Cheltenham, and, if possible, to be connected with the College. But this restricted aim found no favour, and in the end a College Settlement—now known as St. Hilda's, East—was founded in Bethnal Green. Later, when this Settlement had proved its usefulness and the general interest taken in it justified the choice of the Guild, Miss Beale frankly acknowledged her mistake, and gave warm and generous support to the undertaking.

In the exercise of her authority as Principal she "ruled with diligence," and maintained a personal supervision over every department of her large College. Some have called her an autocrat, and she did not deny the name. One old pupil came nearer the truth when describing her as a "benevolent despot." There were few of her subjects who wished for a limitation of prerogative. Yet, together with this inflexible assertion of authority, she granted to her subordinates a quite unusual degree of independence. When convinced of their capacity and their loyalty to high standards of work she withdrew all immediate control. And every mistress knew that within the little kingdom of the one class confided to her she might exercise individual judgment and plan out her own time-table of work. This permission to organize within given limits added an extraordinary interest to the work of teaching, and enabled Miss Beale to demand sacrifices of her mistresses such as few other Heads would venture to expect. But, while granting such a measure of freedom to her teachers as to secure their affectionate allegiance, Miss Beale never relaxed her vigilance.

* A fuller record of Miss Beale's life and work will appear next month.

Much of the school work was carried on in large halls subject to unconscious supervision. Every class-room had a glass door through which the controlling eye could note any sign of disorder or inattention; every week a register of marks was submitted to her, and she pronounced weighty words of praise or blame upon the work of each individual pupil.

This unceasing vigilance, this unflinching exercise of control over ever increasing numbers, this attitude of command, gave to Miss Beale's manner a certain abruptness that aroused in some a feeling akin to fear. Even to those who knew her well there was an outward appearance of hardness that often concealed the kindlier feminine instincts which lay below—instincts deliberately held in check so that her hand might be the steadier for holding the sceptre of rule. That she recognized and regretted this hardening effect of a life-long repression of feeling may be touchingly illustrated by her own words about a photograph of herself. A very successful one, part of a group taken in 1897, has often been reproduced, and is a favourite with us all. In 1899 what seems to some an even more pleasing one appeared in a group photograph of that year. On my expressing the opinion that it was the best yet taken, Miss Beale agreed, adding: "I think I look gentler in this one than in the other."

That she could be gentle and extraordinarily sympathetic all those who came into close contact with her know well. Once a young mistress received a sudden summons in a case of family trouble. Miss Beale saw in a moment the whole bearing of the situation, and gave immediate leave of absence for as long as might be required. A midnight journey was necessary, and the flurried young teacher on reaching the station found a servant sent to see her off, and to put in her hands a basket of fruit and delicacies. No doubt others can tell similar tales of Miss Beale's practical sympathy. As to her sallies of humour, her playfulness in hours of relaxation, they came upon those fortunate enough to be of the company with a shock of pleasure. Sometimes, also, to her "children" she would show this lighter vein, and at the biennial Guild meetings her final address—a retrospect and a panegyric—was always provocative of universal laughter and gaiety.

Her love for the College was almost humorous in its intensity, but to her so serious that one dared not take liberties with so sacred a passion. To the College she sacrificed much of what to others seems worth having—family ties, the cultivation of friendships, the attractions of society, amusement, ease. To one who sometimes visits the College—a shrewd observer—this sacrifice of ease appeared specially pathetic.

Those who have seen her fighting with fatigue, as she sat on many occasions listening to the lectures she could not hear, will not wonder that she aroused in the hearts of those who understood her an enthusiasm too subtle to be explained. Her love for the College was almost fierce; the thought of leaving it, of relaxing her clinging grasp and retiring into inactivity, was the one great fear of her courageous heart. She spoke of it sometimes, always with unconcealed dismay. And yet she had looked this terror in the face; and we can perceive plainly now that she had contemplated the possibility of a surrender of her work. We rejoice that she has been spared this intolerable pain.

Those who remember the last play, produced for the Guild meeting in July, 1906, will recall many phrases which even at the time seemed prophetic. The story of the great Queen Hatshepsut, whose energy had conferred blessings on her people, was in itself most suggestive. We quote a few striking lines:

Egypt is richer through her enterprise,
Our women nobler through her energies.
Her mouth hath spoken great words, and her hand
Lifted the cup of knowledge to your lips.

Then Hatshepsut, conscious of growing opposition, and the secret schemings of her son to remove her from the throne, gives utterance to her thoughts:

Yes, daughter, I am old. Custom demands
That, being woman, I should be called old—
I have held fast the reins of government,
But the King, having attained full manhood,
Chafes for power. I have been long a Queen.
My land, my people, claimed my energies.
And I have given you the gems of life,
Wise teachers, noble women, liberty.

And, again, on the approach of death :

Many a danger have I stemmed before,
Holding the helm of State with tireless zeal,
But now, an aged Queen, I bow the knee
Before thee, Searcher of the heart, for aid.

Miss Beale did not write this play herself ; but she issued her commands, and it was written, and staged and acted, all in a manner so impressive that, in the light of present events, the remembrance of it haunts the mind.

More positive, however, than any hints in the play are Miss Beale's own words on the occasion when her portrait by Mr. J. J. Shannon was presented to the College in 1904. In these, however, it is the prospect of death (not of retirement) of which she speaks with such equanimity. We quote from her address :—

I am touched by the fact not only that so many have cared to subscribe for a portrait of their old schoolmistress, but that so many have come long distances to present their gift to the College, and that in dark November days. . . . You have all come here moved by loyalty to your College. Loyalty is not a personal matter, as we saw on Sunday. Tribute was due not to Tiberius, but to Caesar ; so you wanted a portrait of a Lady Principal—not of the person, but of the representative—and the Principal has a great advantage over the person in that the former lasts on when the latter passes away. Loyalty outlasts life—"Le Roi est mort ; vive le Roi !"—so I look on your gift as a page of College history. . . . But not only have you brought a present for the College : I find also a beautiful book for my own personal self—not my official self—a record of affection from my children which warms my heart and makes me long to be more worthy of it. . . . But, if the affection of those we love is an energizing power, it produces a moral tension, not unmingled with fear : "None is happy till his death." . . . But, as I have said, the Principal does not die. Like the Llama, she is reincarnated : in her, if the body perishes, the *esprit de corps* survives. As Aeneas saw in vision those who should establish the glory of the City of the Seven Hills, so I look forward to the time when another shall reign in my stead on Bayshill, and the pictorial history of the College shall be continued, and a procession of rulers greater than their ancestors—

"Illustres animas, nostrumque in nomen ituras"—

shall see developments which we cannot foresee—

"This fine old world of ours is but a child
Yet in the go-cart. Patience ! Give it time
To learn its limbs : there is a hand that guides."

M.

At the memorial service at St. Paul's, held November 16, the address was given by the Bishop of Stepney. The great congregation gathered under the dome testified how wide and deep was the influence on her generation exercised by a great woman, a great teacher, a great Christian. It had been his privilege to be present at the last of those great gatherings when hundreds of the girls and women met to take counsel with her whom they regarded as their queen and prophet. He should never forget his converse with her then, and he might claim to be a link between that centre of their national Christianity which was proud to do her honour and the College—that record of a wonderful venture of courage, that achievement of resolute purpose with which her name was identified. Of her personal character he would say little : none would have disliked such reference more than Miss Beale herself. She was a woman who bore the impress of rare distinction—a nature moulded and working upon a large and generous scale ; a great dreamer, a great visionary, and yet a most capable administrator ; tenacious of purpose and masterful, yet with a deep inner tenderness ; frank and open, yet holding in reserve (like all strong natures) more than she gave out ; with the strength of a great leader, yet retaining to the last something of the love and simplicity of the child. But he would rather dwell on the great ideals to which her life bore witness. These ideals were embodied in the great College that she erected. Cheltenham College was one of those institutions that bore the mark of a single personality. It embodied her ideal of culture, wide and far reaching in its aims, yet accurate in its methods, and in teaching was true to the definition of Edward Thring—the transmission of life from the living to the living through living. She gave proof that the personality of the teacher was the most indispensable and enduring power in education. The main object of all her work at Cheltenham and elsewhere was not so much to instruct the mind as to inspire the character. Lastly and chiefly, her aim was that the mind and character should be inspired with the spirit of religion—not the development of a single faculty, but the consecration of all our faculties kept at the highest point of energy. She was not wont to speak much of religion, but

chose rather to reveal it in conduct. She was filled with the reverence of a great reserve. When she retired to undergo the operation which was destined to prove fatal she gave orders that no disturbance was to be made in the daily work of the College. Was it not her voice that spoke to them in the appointed lesson : "Therefore, my beloved brethren, be ye steadfast, knowing that your labour is not in vain in the Lord" ?

COLONIAL AND FOREIGN NOTES.

FRANCE.

Of the professional training to be required henceforth from candidates for the *agrégation* we have already written. Now that the measure of it is fixed by official decree, it presents itself to us as being by no means excessive. The *stage pédagogique* contemplated by the regulation of June, 1904, shall comprise, says the new decree, theoretical preparation and a professional apprenticeship. The theoretical preparation is to be given by means of twenty lectures relating (1) to secondary education in general (its history and its organization, both in France and abroad) ; (2) to the various disciplines of secondary education (literature, history, mathematics, &c.). The lectures of the first group will be attended by all candidates ; from those in the second group each will choose such as deal with the special subject in which he seeks the *agrégation*. Professional apprenticeship, now that it is defined, appears as attendance at, and progressive participation in, class work in a *lycée* or *collège* either for at least three weeks continuously or during a whole quarter at the rate of, for a minimum, two lessons a week. Candidates in modern languages must attend for *two* quarters. The lecturers and the teachers to be charged with the direction of the professional apprenticeship will be nominated by the *Recteur*, to whom, also, will be sent a report of the way in which the probationer has gone through his course, and of the aptitude that he has shown. As to "the progressive participation," the intention of the Ministry seems to be that the probationers should go to a class not singly, but in groups of two or three—first as mere visitors, then to be entrusted with a gradually increased share in the teaching, the time of their probation being divided between the first and the second cycle. Not the least valuable part of their training will be the private counsels given to them by the experienced teachers under whom they are placed. Our readers will observe, with approval or disapproval, that of abstract or general pedagogy—the science, that is, of the principles that should underlie all educational methods—there is no mention. Perhaps the French think that the science has not yet been formulated with sufficient certainty for practical ends. Yet we are loath to believe that the study of it, even in its immaturity, is unworthy of pursuit.

This is a day of exchanges. Nations profit by exchanging ideas ; they are growing conscious that a very practical way of exchanging ideas is to exchange persons, the bearers of ideas. Germany exchanges professors with the United States. France exchanges teachers with Germany and with Great Britain ; she has likewise been organizing the means of exchanging boys and girls. Rich men have long been wont to send their children abroad for the sake of the educative effect of the foreign language and life. Why should not the ordinary citizen be able to do the same ? If he would do it, there is the Société d'Echange inter-familial to help him. Founded four years ago, it has already brought about the exchange of 492 children between France on the one hand and Germany, England, Austria, Spain, and Italy on the other. With Germany an exchange of children for the holidays has become a familiar practice. Private in its character, and so unfettered in its action, the society receives a small grant from the State. We regard its work—which, it has been pointed out, gives a natural complement to *correspondance interscolaire*—as likely to be beneficial. But are not all these exchanges prejudicial to *Volksstumpfpädagogik*—the pedagogy that seeks to foster, above all, the sentiment of nationality ? Of which we, for our part, have not spoken with extravagant praise, albeit not hoping blindly for the cosmopolitanism that would be the logical result of the new educational movements ?

In spite of the progress that is being made with the providing of secondary education for girls, the supply is not yet everywhere equal to the demand. In Paris the teachers of the *Lycée Voltaire*, following the lead of those of the *Lycées Lakanal* and *Buffon*, are themselves offering, since no *lycée* for girls is conveniently near, secondary courses for young girls. The courses were begun on October 5 at the *Lycée Voltaire* itself. The Ministry of Public Instruction and the Municipal Council of Paris subsidize them.

The chief topics among French schoolmen at present are the supervision required from teachers (*professeurs*) and the extraordinary confusion caused by the ministerial permission to withdraw children from school last July on the 14th, although the holidays did not formally begin until after

The Exchange of Children.

Assistance for the Girls.

Of the French Parent.

the distribution of prizes on the 28th. Neither of these things is likely to interest readers of *The Journal of Education*. The parent is always interesting to the teacher. We wrote a few months ago about the British parent—perhaps intemperately, since indignation should have been softened with humour. But look at French parents. A petition is being circulated among some of them containing this clause: "Since Greek is not as indispensable to those destined for Science as for those who will make Letters their career, of the five hours a week allotted to Greek one might be made optional, and given by the former to chemistry." That is to say, having themselves elected that their boys shall study Greek, they propose to reduce the hours devoted to it by 20 per cent. But the strongest objection to Greek in the school is that the discipline is too hard for most of those with whom it is employed, and that the brief time that can be spared for it prevents them from reaching a serviceable degree of attainment.

GERMANY.

This is—the remark is not new—a changing world. Your old-time pedagogue usually based his claim to teach on some rudimentary knowledge of the Latin tongue. In Germany to-day, with Latinless schools pouring their pupils into the Universities, care has to be exercised lest those should teach without Latin for whom Latin is almost essential. Baden has revised the conditions under which it admits candidates to the examination for the *Lehramt* (office of teacher) in higher schools. Admission is granted only to those who hold the Leaving Certificate of a *Gymnasium*, *Realgymnasium*, or *Oberrealschule*, and have pursued their professional studies at a German State University for at least eight half-years. Those who have the Certificate of an *Oberrealschule* (which is Latinless) and offer themselves for examination in German, French, English, or his'ory are required to show that they possess some acquaintance with Latin—such an acquaintance as is necessary for the understanding of the historical development of German, French, or English, or for the reading of the Latin authorities for history. They must prove that they took optional instruction in Latin whilst at school, or followed the supplementary courses provided by the University. The new regulation in Baden has something of suggestiveness for us. Of two men who know, let us say, French well enough to teach it, the one that has the more Latin should be preferred as a teacher of the language. On the other hand, the ancient view that the possession of a classical degree forms a qualification for teaching French has, we hope, been everywhere renounced. For this particular purpose a French scholar without Latin is better than a Latin scholar without French. But Baden refuses even to examine a man's capacity for teaching any modern language, unless he first brings evidence that he has made some study of Latin, guarding history too with the same exclusiveness. Nor are we prepared to maintain that Baden is wrong.

During the winter half-year, 1905-6, the total number of students of all kinds (fully matriculated and not) in German Universities was 46,688. In technical *Hochschulen* the number was 15,069; so that the latter attract nearly one-third of the number drawn by Universities. It must be remembered that there are also veterinary *Hochschulen* and agricultural *Hochschulen*. [We interpolate here a remark that *Hochschulen* are not, as some of the journals suppose, high schools; and that, if foreign words are used in these columns, it is usually because no just English equivalents exist.] The foreigners in the technical *Hochschulen* numbered 2,294! But let us confine ourselves here to Universities, as to which the German daily press has provisional statistics for the summer half-year of 1906. In all they had then 44,964 students (including 211 matriculated women); to whom must be added 2,381 men "hearers" and 1,274 women "hearers." The most popular Universities are still Berlin, München, and Leipzig, with 6,569, 5,734, and 4,147 students respectively. Bonn has also more than 3,000; then come, with between 2,350 and 1,920, Freiburg, Halle, Göttingen, Heidelberg, and Breslau. The further order is Marburg, Tübingen, Münster, Strassburg, Jena, Würzburg, Kiel, Giessen, Königsberg, Erlangen, Greifswald, and Rostock—this, the smallest German University, having, nevertheless, its 661 students.

The newspapers have communicated the details of the contest that is being waged in Posen. The German authorities insist on giving religious instruction in German; the Polish parents demand that it shall be given in Polish, and encourage their children to reject the official teaching. Of Archbishop Stabilewski's circular letter on the subject we would say that his contention that religious instruction should be given in the mother tongue (better put, in the language of the mother) is pedagogically sound. Yet we are aware that politics have something to do with the Polish opposition. To some English readers we transmit the suggestion which the Archbishop makes to his flock. If in religious matters the school does not teach what is to your liking, get the business done at home or in the church. "Eure Häuser mögen fortan eine heilige Schule sein." But that is a solution of the religious difficulty

that might not suit every one—the making of the home itself into a school of holiness. In Gnesen the struggle led to a scene which would have been humorous had not the occasion been solemn. When the teachers prayed in German the children set up rival prayers in Polish! Or is the humour enhanced by the solemnity of the occasion?

SWITZERLAND.

The foreign schoolboy is often expected to continue his education during the holidays, not by means of "holiday tasks," against which Continental Europe has set its face, but by devoting himself to physical culture.

Auf der Alp Morgenholz.
The Swiss, to realize this idea, have set about establishing *Ferienheime*, or holiday homes, not only for poor, sickly children from primary schools, but also for the strong and vigorous pupils of higher institutions. Thus a gymnastic society of Basel has called into existence one of these homes on the Alp Morgenholz, Gemeinde Nieder-Urnen, in Glarus. Thither for some years past the boys of Basel have repaired, in parties of sixty, each party remaining for fourteen days; thence they have made excursions far into the Tödi district and in other directions. Since the holidays at Basel last only from the middle of July to the middle of August, the founders of the home are willing to let it to others at the low rate of 50 centimes a head per day for rent, food being reckoned at cost price. Advantage of this offer has been taken by German boys, whose expenses, travelling included, have averaged about three shillings a day. We tender to English public schools the suggestion that they should turn the hint to account in some part of Switzerland, founding, if need be, their own homes. They might gain in several ways if they addressed themselves to teaching the young how to travel, and how to study the lives and lands of foreign people.

UNITED STATES.

Dr. Elmer Brown has entered on his work as United States Commissioner of Education with every sign of energy. One of the most important subjects with which his Bureau is engaged is an investigation into the state of musical instruction in the country. His first public address was delivered before the School of Pedagogy of the New York University, September 22. He took for his subject: "Teachers and Politics." The speech was, in effect, an exhortation that the "members and makers of the profession of teaching should be politicians." Dr. Brown hastened to explain that by a politician he meant one who set the public good above private advantage. He urged teachers to make their business truly a profession, a profession being distinguished from a trade in that it served public as well as private ends. Their profession, like theology, medicine, and law, should determine its own codes of practice, standards of attainment, and professional ethics. It should aim especially at the uplifting of public morality. The agencies through which it might work were its associations and professional schools. But, above all, it was the individual teacher who, labouring to promote the public welfare, could prove himself worth more than his pay, and raise his class to honour.

We are pleased to observe that he commended to his hearers the question of education for exceptional children, "with which the improvement of our system of education for all children, good, bad, and indifferent, bright, dull, and mediocre, is inextricably bound up." A paragraph in which he sketched the modern history of education is full of interest and truth; yet it will provoke criticism. We leave our readers to supply their own commentary, and give the Commissioner's words as we have them. In connexion with the visits to America of the Mosely and the Prussian Commissions—visits made with industrial ends in view—he delivered himself thus: "We have here a notable shifting of the centre of gravity in the movement of world education. In the seventeenth and a large part of the eighteenth century the prime impulse to education was religious; in the latter part of the eighteenth century and the greater part of the nineteenth the political impulse in considerable measure replaced the religious, and education became to a wonderful degree a movement of democracy. Now, in these later years the political and democratic movement has undergone a subtle change, and the prime impulse to education, speaking in the broad and large sense, is an economic impulse; or, better expressed, perhaps, the political movement has passed into a more distinctly economic phase. Where the men of the seventeenth century talked of public education in the interest of a learned ministry, and of a preparation for an understanding of the way of salvation; where the men of the American and the French revolution and their successors talked of education which should make men capable of bearing the responsibilities of political freedom, the men of to-day are talking of education for commercial and industrial efficiency, and education which shall enable the home land to compete successfully in the markets of the world. I do not say that this is the whole of modern education; for it is not: I do not say that it is the most important thing in modern education; for that may be seriously questioned: but it is undoubtedly that aspect of modern education

which comes to the front in the great national discussions of education in our day, and it is largely with a view to this aspect of education that the nations are making some of their greatest educational expenditures."

But to another subject. That the commercial spirit has made its entrance into one American place of higher learning is proved by a circular which the *Educational Review* publishes—to expose the matter—in its October number. A certain college has been posting to heads of schools "a copy of our testimonial booklet; also a copy of our new catalog." Scholarships at the institution have been offered to young ladies at school, the selection having been made in such a way as to secure "a most representative class of patrons." Would the esteemed principals go further, and (in brief) recommend the college to young ladies "who would make desirable pupils and patrons"? But the spokesman of learning is not illiberal:—"I shall offer you, as also each of the principals who will thus favour me, 50 dollars for each pupil whose application you send me—money to be paid you on entrance of pupil in the fall. Of course, the young lady accepting the scholarship cannot be reckoned in this proposition. I make the offer as I cannot presume to ask your word and influence for nothing."

The writer of the circular goes on to explain that he is able to submit this handsome proposal because he is "taking out less magazine advertising than usual." If we knew his name, we would give him an advertisement without imposing any tax on his resources. But such a "college" is, of course, exceptional in the United States, and its procedure excites there the same feeling as it would excite in England. Look at a more pleasing sort of college. In the new Teachers' College at Syracuse University the degree of Bachelor of Philosophy and Education will be offered to students after a three years' course in Arts and one year of professional studies in the Teachers' College. Those who give two years to Arts and two to professional studies may compete for the degree of Bachelor of Pedagogy. Moreover, a special course is arranged to prepare students to act as supervisors of music in public schools. We see here a confession of three principles:—(1) that training is valuable to secondary teachers; (2) that the University should supply it no less willingly than instruction in science and art; and (3) that attainment in educational science is as worthy of recognition as attainment in some branch of natural science. Not that we ourselves should wish to have a number of new degrees introduced into England. The simplest of certificates serves for the recognition.

NEW ZEALAND.

The Report just received deals with the year 1905, and is the first since the Education Act of 1904. Its features are of a satisfactory character. If we look, first, to the pupils in public schools, we find that the total average attendance, which in 1904 showed an increase of 3,459 over the previous year's return, rose in 1905 to 120,265—a number which exceeds the total for 1904 by 3,759. The increase for the year thus shown is greater than any occurring since the year 1894. As to the standard of regularity of attendance, it compared favourably with that of any country in the world, being 86.9 per cent. of the average weekly roll number. There were (counting 90 half-time schools as 45) 1,806 public schools open, or 21 more than at the end of 1904. We turn next to the teachers. In December, 1905, there were employed on the primary staffs in the public schools of the colony 3,816 teachers, of whom 3,137 were adults and 679 pupil-teachers; the corresponding numbers for December, 1904, were 3,059 adults and 649 pupil-teachers. Of the adult teachers at the end of 1905 1,302 were men and 1,835 women; of the pupil-teachers 151 were male and 528 female. The number of adult male teachers was 30 more, and of adult female teachers 38 more, than in December, 1904; and the number of male and female pupil-teachers increased by 7 and 23 respectively. The average number of children to one teacher for 1905 was 31.5. Salaries show a tendency to rise, the average for an adult male teacher being, at the end of the year, £174. 14s. 9d.

New Zealand has shown itself much in earnest with the cadet movement, and has taken for a motto the celebrated order: "Don't hesitate to shoot." At the risk of converting ourselves into a target we reproduce

what the Report has to say on the subject. "The Education Act provides that 'in public schools provision shall be made for the instruction in military drill of all boys'; and it is declared to be the duty of the Board in each district 'to cause physical drill to be taught to all boys and girls over the age of eight years attending the public schools in the district.' The number of children returned as receiving instruction in drill in the public schools of the colony at the end of the year was 127,386. The term 'drill' here must be taken to include physical and disciplinary exercises. There were on March 31, 1906, 264 cadet corps, with a strength of 14,115 members, equipped with the 'model rifles' (dummies) which have been imported by the Department for the purposes of drill, and with a percentage of miniature Martini-Henry rifles for target practice."

Those miniature Martini-Henry rifles would scare the House of Commons out of its wits, without scaring the wits out of the House of Commons. We seek next for information as to the progress made with the extension of free education to secondary schools. At the end of 1905 there were twenty-one endowed secondary schools giving free tuition; and the number of free pupils attending these schools was 1,949, as against 1,595 for the previous year. There were in addition about 428 holders of scholarships and exhibitions given by these schools, by Boards of Education, or by the endowed secondary schools not coming under the conditions. There were also 2,872 qualified pupils receiving instruction in the secondary classes of the district high schools. It will thus be seen that there has been a considerable increase in the total number of pupils receiving free secondary education, namely, 5,249 in 1905, as against 4,273 in the previous year. At the end of 1901, before the Secondary Schools Act and the regulations made thereunder came into force, the number of free pupils was only 963.

To judge from the figures before us the Maoris are not dwindling. The number of children on the rolls of the village schools for natives at the end of 1905 was 3,863, as against 3,754 at the end of the preceding year.

These schools were taught by seventy-three masters, twenty-one mistresses in charge, eighty-seven assistants, and fifteen sewing teachers, the assistants and the sewing teachers being generally members of the teacher's family, employed to give assistance with some part of the day's work. Besides the ordinary school subjects manual training has a place in the village schools. During the year five new workshops have been established, all of them with the assistance of the Maoris and at a small expense to the Education Department. A beginning has been made with instruction in cooking, the utensils being such as are in general use in Maori *kaingas*. For the secondary education of Maoris there are six boarding schools, founded by the various Churches in New Zealand.

To Maori children attending public schools who pass the fifth standard before reaching the age of fifteen scholarships of the value of £20 a year are granted, to enable them to attend a secondary school or to become apprenticed to a suitable trade. Under these conditions there are seven scholars attending secondary schools and seven boys serving apprenticeships. Further advance has also been made in regard to what are known as "nursing scholarships." There are now (1906) three probationers—one each at the Napier, Wellington, and Auckland Hospitals—while arrangements have been made for admission of three scholars as day-pupils. Six scholarships are offered by the Government to Maori youths to whom it is considered advisable to give University training. Three of these are reserved for those who wish to study medicine, and the remaining ones are open. At present there are three scholarships being held, one student taking the Medical course, one Arts, and one Law.

CHRISTMAS BOOKS.

The Enchanted Land: Tales told again. By LOUEY CHISHOLM. (7s. 6d. net. T. C. & E. C. Jack.)—This is a companion volume to the "In Fairyland" of 1904. We have Hans Andersen's "Snow Queen," Miss de Morgan's "Toy Princess," Herr Baumbach's "Christmas Rose," Dr. Joyce's "Four White Swans," and Fiona Macleod's "Laughter of Peterkin" (we give a specimen of each class of fairy tale) retold in the simplest words. Mrs. Chisholm is an adept in child language, and the tales lose nothing in the process of simplification. The book is prettily illustrated in colours by Miss Katharine Cameron.

Animal Heroes: being the Histories of a Cat, a Dog, a Pigeon, a Lynx, two Wolves, and a Reindeer. By ERNEST THOMPSON SETON. With 200 Illustrations. (6s. net. Constable.)—Mr. Seton is the genuine Proteus of our generation: he becomes in turn bear, wolf, reindeer, pigeon, and revives our faith in lycanthropy and metamorphosis. In reading these animal stories we are reminded of a sentence in M. Alengry's "Psychologie," reviewed on another page:—"Qu'importe que vos contes fassent parler les plantes et les animaux? L'enfant est-il choqué de voir les animaux parler? Pas du tout. Les animaux lui parlent et il leur parle. Il les comprend, ou du moins il le croit. Vos fictions lui paraissent naturelles." Doubtless no such thought inspired Mr. Seton, but, consciously or unconsciously, he has provided for children the very food that M. Alengry commends. The true story of the homing pigeon is as pathetic as La Fontaine's "Les deux Pigeons." The border illustrations, by Mrs. Seton, are bold and most effective—a few strokes hit off the situation. The full-page illustrations, *incur i auctoris*, are comparatively weak.

The Adventures of Merrywink. By CHRISTINA G. WHYTE, with Drawings by M. V. WHEELHOUSE. (6s. Hodder & Stoughton.)—The *Bookman* offered a prize of £100 for the best illustrated story-book for little children; and this is the prize story. It is Cupid and Psyche transferred to Elfland—only here it is she the loving and he the loath. The interest is well sustained, and the drawings are really illustrative; those of the beasts show real imagination. The perspective is weak, not from bad drawing, but from want of gradation in tones.

The Bolted Door, and other Stories. By Mrs. MOLESWORTH. (3s. 6d. W. & R. Chambers.)—A series of short stories told in Mrs. Molesworth's pleasant fashion. With the exception of Genevieve's escapade, which strikes us as rather absurd (if the child had gone to the length of running away, "Granny" would certainly have asked advice at once as to what to do with her), they are just light sketches of faults and their results; or, on the other hand, of unselfishness and its reward, unexpected acts of kindness, and the like: but they are prettily told and nicely illustrated.

The Lost Treasure Cave. By EVERETT MCNEIL. (5s. W. & R. Chambers.)—This is the second in a proposed series of stories recounting the very startling adventures of Dick Orson and Harry Ashton, who set forth to join an expedition to take possession of a vast treasure, a small part of which they have already carried off, and who on the way have a most exciting time at a Colorado ranch, to which cowboys, Indians, and desperadoes all contribute. There is some obscurity as to what it was that so startled Bill and Scar-Face at the mouth of the cave. Men of their stamp are not easily frightened. Anyway, it led to a desirable result in ridding the search party of two of their foes. The story is illustrated by W. M. Cary.

Jasper: a Story for Children. By Mrs. MOLESWORTH. (4s. 6d. Macmillan.)—Jasper himself is a very attractive little person, his thoughtfulness and old-fashioned ways seeming natural enough in a child who has always been delicate and more or less snubbed by his elder sisters. Leila and Chrissie, on the other hand, are almost too unattractive, and, though, no doubt, the family reverses would tend, with such characters, to bring out all their worst points, it is hard to imagine why they were allowed to become so selfish and rude. Things come right in the end, and we leave the family party much happier than we found it. There are some excellent illustrations by Gertrude Demain Hammond, who succeeds perfectly in the representation of Chrissie as a little termagant.

The Lost Explorers. By ALEXANDER MACDONALD. (6s. Blackie.)—A capital story of gold mining in Australia. The two boys make their start with no knowledge of their companion, and, in the case of Wentworth, little consideration for their belongings; but events justify them, and a better friend in need than Mackay could scarcely be found. The author claims to have passed through like experiences, and describes them with vigour and in a way that compels interest. Where he fails is in the imaginary part. The unknown tribe and their valley of gold and gems do not attract us; they are altogether too sketchy, and are neither satisfactory romance nor reality. Happily they occupy but a small portion of the book, and the rest is thoroughly to be recommended. The illustrations are effective.

The Enemy's Camp. By HUGH T. SHERINGHAM and NEVILL MEAKIN. (6s. Macmillan.)—A very pretty piece of fooling, brimming over with high animal spirits and innocent fun. "The Enemy's Camp" is a boat-house party of five young men who moor on the opposite bank to the tent of a City gentleman with nieces and a wife. It is a comedy with the *leitmotif* of Tennyson's "Princess." The humour is broad, without a touch of coarseness, and the conversations ripple andicker like a brook in June.

The Running Horse Inn. By L. T. SHEPARD. (6s. Macmillan.)—A story of the reign of George IV. which follows history closely in the description of the Spa Fields riot. A soldier who has served in the Peninsular War and has been given over by his family as dead returns to find his elder brother married to his betrothed. The three minor characters are finely conceived, and the resulting plot is well worked out, but there is one unnecessarily realistic scene, and for the catastrophe we must seek a parallel in "Hamlet." It is a powerful novel; but we miss the "vim temperatam," the purifying power, of the Aristotelian tragedy.

Tention! By G. MANVILLE FENN. (5s. W. & R. Chambers.)—A book all boys will love. The two whose adventures in one of the Peninsular campaigns are here recorded are thoroughly good specimens of the English breed. Pen Gray is a gentleman by birth and education, though forced by circumstances to enlist as a private in the 1st Rifles; and Punchard, the bugler, matches him in pluck and straightforwardness. Though, in the limits of the story, they take part in no great battle, they are so natural and lifelike that the reader follows them in fancy to the further career which must surely have been theirs, and there is variety, and to spare, in this episode of their lives. Wounded, fugitive, prisoners, now befriended and now betrayed, they

never lose their hold on our interest. There are some good illustrations.

The Boys of Brierley Grange. By FRED WHISHAW. (3s. 6d. W. & R. Chambers.)—The plot of this story must have been suggested by the disastrous fire at one of the Eton masters' houses a few years ago, though in this case the sleep-walker who is not unnaturally suspected is proved to be quite innocent, and the author ingeniously works out a rather doubtful theory, and brings his story to an unexpected conclusion. Barnes's hatred of Formby is almost too venomous to be natural, but most of the boys are excellently drawn and the story has plenty of go. Harold Copping's illustrations are extremely good, with the exception of a doubtful bit of drawing in little Benson's arm as he is being lowered from the window.

The Escape of the Mullingong. By G. E. FARROW. (Blackie.)—The great attraction of this book lies in the numerous Gordon Browne illustrations. The animals are very cleverly drawn, and Girdle makes a charming little figure in many of the sketches. The story has been written on the lines of Lewis Carroll's "Alice." Comparisons are odious, but it is impossible not to recall the Hatter when the Toucan asks unanswerable conundrums at table. Of all the animals the Puffin really displays most originality, when he explains how economical it is to give a dinner party in the middle of a maze—because so few people ever find their way there. Children will enjoy the way in which a good many strange animals are brought into the story.

Uncle Remus. By JOEL CHANDLER HARRIS. With Coloured Illustrations by HARRY ROWNTREE, and Pen and Ink Pictures by RENÉ BULL. (5s. Nelson.)—There surely was never a child who did not love Uncle Remus and his stories, and Mr. Rowntree's illustrations are as admirably suited to them as Tennyson's to "Alice," or Hugh Thomson's to Miss Austen's novels. It is difficult to choose among so many excellent pictures: perhaps the one where "Brer Fox holler wa-hoo" is the best—the subject is so inspiring. It is not fair to relegate the pen and ink pictures to the background—they are full of life and vigour. The little bits of landscape are the only unsuccessful parts.

The House that Glue built. By C. A. WILLIAMS. Illustrated by G. A. WILLIAMS. (3s. 6d. Chambers.)—This consists of seven pictures of unfurnished rooms, &c., to be furnished by pictures of objects cut out from thinner coloured sheets. Directions are given in story form. Children will certainly enjoy the game, but it seems an expensive one, for once glued always glued.

Told by Uncle Remus: New Stories of the Old Plantation. By JOEL CHANDLER HARRIS. (Hodder & Stoughton.)—Uncle Remus has grown older and staidier in his old age, but he is one of the immortals, and, though we miss "the first sprightly running" of the Tar Baby, yet the new stories have some of the quiet humour, with an added touch of pathos. The little boy to whom these stories are told is a son of the old auditor and of a different temperament—dreamy, thoughtful, and sedentary. Uncle Remus, a true student of child nature, fits himself to his audience, and the way in which he excites the boy's curiosity and fixes his attention is no bad lesson in pedagogics.

The Golden Staircase. Poems chosen for Children by LOUVY CHISHOLM. (7s. 6d. net. T. C. & E. C. Jack.)—This is a splendid volume in a richly gilt binding with sixteen beautiful coloured illustrations by M. Diddin Spooner. "Too good for the nursery," will be the common verdict; but that is not our opinion. In these days of cheap ephemeral books, which are served as Christmas toys, it is a godsend for a child to possess a volume that he will treasure as his elders do a family Bible, read, mark, and learn as children (of the last generation) did their Bibles. The staircase is planned to lead from four to fourteen, twenty steps each year, not counting an appendix of sacred poetry. The editor possesses in a high degree what he rightly lays down as the first qualification for the task—love and knowledge of her little readers. She has not been afraid to draw on the simple novelists who have now gone out of favour—Eliza Cook, Mary Hewitt, Jane Taylor, Mrs. Hemans, Isaac Watts; and we are sure that for children these goody-goody tales have not lost their charm. So, too, we are glad to find the best of "Wildstruvel Peter"; but why in the comic vein is there no verse from the "Alice" and why is Hood represented only by "Queen Mab"? The book, as is natural, will appeal more to girls than to boys, and boys will look in vain for "Ben Battle," a specimen of "The Ingoldsby Legends," of Praed, Calverley, and of the famous "Harrow Songs." A more serious complaint is that, good as the selection is, not more than a fourth of the pieces, on the most liberal calculation, could lay claim to be poetry of the first order. "Für die Schule nur das beste ist gut genug," say the Germans; and, though it would be absurd to press the saying so as to exclude Longfellow and Macaulay, yet we cannot help regretting that there is not a line of Spenser or Milton, of Keats or Shelley. We have known children often delight in the magic of "The Cloud" and "La Belle Dame sans Merci." The child can love and admire what he only half understands.

Britain's Sea Story, B.C. 55—A.D. 1805. Edited by E. E. FREIGHT.

B.A., and R. MORTON NANCE. Illustrated. (5s. Hodder & Stoughton.)—This is a capital story of British heroism in voyaging and sea fight from Alfred's time to the Battle of Trafalgar. It is made up of extracts from the writings of authorities on the subject, such as Southey, Sir H. H. Nicolas, H. O. Biggar, Hakluyt, Purchas, William James, and many others. To these the editors have prefixed about fifty pages on "The Building of the Ship," which is well written and interesting, and deals with the development of the structure of sailing ships from the earliest times. The illustrations—four of which are in colour—are from paintings by Mr. R. Morton Nance. Altogether the book is well put together and illustrated, and will be eagerly read by boys and girls, either as a "reader," or, still better, as a gift-book. The story of British seafaring is so vast and so much of it is so well written, that one can't go very far wrong in making selections from it. The question is whether the best selection has been made. The "Defeat of the Spanish Armada" and "The Last Fight of the 'Revenge,'" from Hakluyt's "Voyages," "Raleigh on the Orinoco" (by himself), the letter from Will Adams in Japan, and Purchas's account of the discoveries and death of Henry Hudson are all excellent. Excellent, too, are Southey's accounts of the Battle of the Nile and that of Trafalgar—both taken from the "Life of Nelson." But there is room for some doubt as to the other selections—at least there may be. But, on the whole, after reading and enjoying them, we cannot bring ourselves to express it—certainly not as to the subject-matter. They are excellently done for the most part, and well chosen. They afford us delightful glimpses at what life on the sea was like in those far-off days, and will attract attention to many books which are well worth reading. There are one or two bits of poems inserted—"Ye Mariners of England!" at the beginning, and Longfellow's "The Old Haven" ("My Lost Youth") at the end, and Cowper's "Loss of the 'Royal George'" and a few verses from Dryden in the body of the book. There is also a "chronological outline" affixed, which helps to fill up the gaps. The book is well done and should be a success. This is its second edition, and it was only published last year.

Adventures in the Great Deserts. By H. W. G. HYRST. Illustrated. (5s. Seeley.)—Mr. Hyrst describes his volume as "romantic incidents and perils of travel, sport, and exploration throughout the world." He has chosen his adventures from the journals and other records of some twenty-four travellers in the great deserts, or waterless places, during the last hundred years or so—Bruce, Humboldt, Moorcroft, Burton, Palgrave, and others. The stories are well selected and well told, and the illustrations—sixteen in number—are sufficiently blood-curdling to satisfy the appetite of any boy who is curious about such matters. But the stories are not by any means all of this type. Many of them contain interesting descriptions and scenes of wild life and customs in far-off lands—the Llanos, the Sahara, the Persian Desert, the Pampas, Siberia, Africa, and Arabia. Indeed there is something to meet all tastes, and he must be hard to please who does not find something to his liking in its various pages. It is difficult to single out any adventures for special praise; but we think the doings of Barth or of Burton, or the account of Dr. Clarke's expedition to the Holy Land, with its risks from the Bedawin, and the saving of the whole party by the ready wit of the Italian, are as good as anything in the book. We can cordially recommend to any one who has a delight in such matters this collection of true stories of courage, endurance, and resource, which cannot fail to fire the young with a desire to do likewise.

The Romance of Animal Arts and Crafts. By H. COUPIN, D.Sc., and JOHN LEA, B.A. Illustrated. (5s. Seeley.)—The writers of this volume wanted to draw up for us an "account of the spinning, weaving, sewing, paper making, pottery making, raft building, road making, and various other industries of wild life"; and so have taken the various creatures whose works may roughly be classed under these and other like names, and have woven a very interesting set of twenty-four chapters about them and their ways and modes of life. The classification makes no pretence at being more than one of convenience, and is in no sense scientific, but is readily intelligible, and very suitable for a book of this kind. All through the book they have been careful not to attribute human motives and reason where they have no grounds to suppose that such things exist—although at times something better than mere instinct seems to guide the workers in their constructions. The consequence is that their book has a far more businesslike look than is usually the case, and is extremely interesting. Every kind of bird, animal, and insect is represented—though of course in a book of this size every individual is not—and in some cases the information is very clear and full. There is a good index appended to the volume. In a word, the book is complete as far as it attempts to be so, and what is told us about the various creatures is so alluring and well put that one reads on and on as one does a fairy tale—only here the fairies are all real beings doing real things as wonderful as if they were the work of fairies—and the whole world becomes more and more mysterious and more and more full of beauty. We thank the authors for giving us so much pleasure.

Deerfoot in the Mountains. By EDWARD S. ELLIS. (2s. 6d. Cassell.)—This is the third volume of the "Deerfoot" series. The famous Clark

and Lewis expedition of 1805 is the nucleus of fact round which the fiction is woven. The two elements have not been very skillfully combined, and the young novel reader will, we fear, skip the portions that would elevate his mind and improve his geographical knowledge.

Christina and the Boys. By AMY LE FEUVRE. (Hodder & Stoughton.)—The story of the development of a timid, delicate, motherless child into a more healthy and vigorous little person under the influence of a step-mother and two boy companions. A fresh little story, whose attractions are added to by Mr. Gordon Browne's clever illustrations. To see his children is to love them.

The "Little Folks" Series. By S. H. HAMER. (2s. 6d. each. Cassell.)—This series includes six books, the "Little Folks" Book of Wonder, Nature Book, Adventure Book, Fairy Book, Animal Book, and Book of Horses. The titles explain the nature of the books. All are made up of short stories very brightly told and fully illustrated, and we feel that incidentally the *Little Folks* may become small prodigies of useful and interesting information.

One of Clive's Heroes. By HERBERT STRANG. (6s. Hodder & Stoughton.)—There could hardly be a better background for a historical romance than India in the days of Clive. The struggle for supremacy between the English, represented by the East India Company, the French, and the native princes opened up endless possibilities in the way of adventure and intrigue, and Mr. Strang has woven out of these materials an enthralling story; it makes a fat volume, but no one would wish to shorten it by even one of its four hundred pages. Two characters stand out with special distinctness besides that of Desmond Burke, who, without being impossibly wise and brave, has sufficient of these qualities, combined with a touch of Irish recklessness, to make a very satisfactory hero; these are the villain of the piece, Diggle—whose favourite song, "Says Billy Norris, Masulipatam," has a trick of sticking in one's memory—and Bulger, whose iron muscles as well as his hook not unfrequently save the situation. The capture of Gheria and the battle of Plassey are vividly described in detail, and there is a clear map of the latter. There are, besides, some excellent illustrations by W. Rainey.

Samba. By HERBERT STRANG. Illustrated by W. RAINEY. (6s. Hodder & Stoughton.)—We are glad that a writer who has already won for himself a reputation for good and vigorous work should have taken up the cause of the rubber slaves of the Congo. He has tried to do for them what Mrs. Beecher Stowe did for the negroes of America, and we wish that he may win a like success. "Samba" is a story, but founded on fact. The horrible cruelties practised on the natives are not made too prominent, they are not described in a manner which would unfit the book for a "boy's book," and the adventures of Jack Martindale and his uncle give it plenty of variety and brightness too, while Barney is always ready with some Irish fun. The native songs in Mr. Strang's version have a natural ring, and remind us of parts of "Hiawatha." Samba in his short life and heroic death shows what a Congo native can be when he is decently treated. But in the background of all is the abuse of unlimited power, the despairing cry of those who have no helper. Well may the Congo proverb say: "Rubber is death."

The Story of an Eskimo Dog. By MARSHALL SAUNDERS. (Hodder & Stoughton.)—The story of Alpatk and his rescuers is very well told. Thaddy's good intentions of feeding the waif out of his own share of food are forestalled by his stepmother's self sacrifice. She stints herself of food lest the growing boy should suffer for his kindness to the dog. There is real pathos in the little story. It is prettily got up, with the marginal illustrations now so much in vogue—it is a pity the same ones are frequently repeated. There are also four full-page pictures.

Peggy Pendleton's Plan. By E. M. JAMIESON. (Hodder & Stoughton.)—Peggy's plan is to befriend a small girl whose life seems very lonely and joyless, and she perseveres in it notwithstanding the cold water thrown on it by her family, and the extremely discouraging attitude of the child herself. The Pendletons are full of "plans," and their fertility in devising amusements for the holidays will appeal to all children; even Nora falls in with them at last, greatly to her benefit. Most of Gordon's Browne's illustrations are charming, but in the last but one Nora has suddenly grown some sizes larger, and in quite the last he has surely forgotten that it was a fixed principle with her to wear nothing on her head.

A Girl of the Eighteenth Century. By ELIZA F. POLLARD. (3s. 6d. Nelson.)—Sophie Courtenay is hardly a typical girl of the eighteenth century, for few girls of those days would have been allowed to take their own way and devote themselves to art instead of to the fashionable amusements of the time in the society of those of her own rank. She has a talent for sculpture, and her friends take her to Paris and allow her to study there and make acquaintance with several noted artists, becoming a close friend and companion of Elizabeth Vigée. The story is very nicely written, and Sophie's development from an eager, im-

(Continued on page 810)

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MR. BIRRELL AND THE HOUSE OF LORDS.

BY a happy coincidence, while the House of Lords were resting from their labours—they have sat sometimes till close upon midnight, and nearly half of their members have sometimes been present—Mr. Birrell, on the same day, was speaking at the Colston Banquet. Few even of our readers can have had the patience to follow the twists and turns, the doublings and shufflings and markings of time as the Bill has dragged its slow length along in Committee of the Upper House, and we are grateful to Mr. Birrell for expounding in plain language the sense of the amendments so far carried and their consequences. We will attempt to summarize his exposition and add a few comments of our own on the general outlook.

To the first section of the Bill, which secures general public control of public elementary schools, the Lords have added a rider enacting that some portion of the school hours of every day must be set apart for religious instruction. Mr. Birrell points out that the rider is both unnecessary and futile—unnecessary, since out of 5,796 county schools in England (Wales is a peculiar people) there were on January 1 only seven that failed to provide for religious instruction or observance; futile, for a Local Authority which set apart ten minutes each day for religious instruction, but appointed no one to give it, would satisfy the law. This may appear only a lawyer's quibble, but no redrafting of the language can so define "religious instruction" as to coerce a recalcitrant school Authority.

Clause 2 as amended runs: "The Local Authority shall, if required by the owners, continue any existing voluntary school as a school provided by them." In case of refusal an appeal is granted first to the Commission of Three (the "Star Chamber" of the Opposition) and then to the Board of Education. Mr. Birrell tells us that the estimate made in the Office of the probable number of appeals that are likely to come before him is over seven thousand.

Clause 3 (the ordinary facilities clause) provided for the giving of denominational instruction in transferred schools on two days of the week. The Lords have altered this privilege to "for not less than a clear half-hour each morning," and again an appeal is allowed to the Board of Education. Mr. Birrell comments: "So that whatever leisure time is left me after disposing of the seven thousand appeals will, I imagine, be cheerfully and agreeably occupied by questions between Local Authorities and irate clergymen as to the time and number of days per week they are to carry out this particular bargain."

Clause 4, granting special facilities, is made mandatory; the restriction to urban areas with a population of over five thousand is withdrawn, and "parents of at least four fifths of the children" is altered to "a bare majority." And once more there is an appeal to the Board. No wonder that Mr. Birrell says in all seriousness that any President who attempted to carry out the duties imposed on him by the Bill would be within twelve months either a worn-out corpse or a raving lunatic.

Never was there a more conspicuous illustration of the proverb "Give an inch and take an ell." Clause 4 is an *enclave*; it is as though a gipsy settlement were left undisturbed on an afforested estate or a railway company diverted its line to spare some ancient manor house. It was a generous concession made by the dominant majority to meet special cases of hardship—those of Roman Catholics and Jews. And now the minority turn on their benefactors, and, taking the exception as their standpoint, press it to all its logical conclusions. Well may Mr. Birrell complain that those who should have supported him with gratitude have, by their over-reaching, made it difficult for him to retain the concessions that he had won for them.

Mr. Birrell is no *intransigent*. He does not pretend that his Bill as it left the Commons is a work of plenary inspiration or incapable of amendment. He tells the Lords plainly that their Bill as it at present stands is impossible—that the House of Commons will not even look at it. But there is still the report stage, and he still hopes that saner counsels may prevail. The hope, we fear, is slight. In the *Times* of the next day there appeared a letter from the Bishop of Southwark headed "The Lords and the Education Bill." It is enough for our purpose to quote from it one phrase—"a Bill which takes so much and gives nothing"—and the postscript, which states that the letter was written before Mr. Birrell's speech at Bristol had appeared. The Bishops move on a different plane, and all Mr. Birrell's home-thrusts are idle against a ghostly foe.

But before we leave the speech two pronouncements of general principles have still to be noticed. First, Mr. Birrell reaffirms his adhesion to a Christian education. He nails his colours to the mast, and will not be driven even by Lord Halifax and the irrefragable doctors to the secularist solution. More important is his declaration that he has abandoned for good and all the solution to which he was at first inclined of "all-round facilities." He has been convinced not only by his friends the Nonconformists, who he allows are merely a section, not only by the representatives of the old School Boards, who educate only one half of the school population, but also by the teachers, who are the best judges of the case, that any scheme on these lines is unworkable. Lord Lansdowne had coquetted with it, the Bishops had all hugged it, but the Duke of Devonshire had blown upon it and puffed the Circe—Dryden uses a stronger word—away.

We need not pursue in detail the further amendments that have been passed since Mr. Birrell spoke at Bristol. The statutory disability of teachers to give religious instruction in Clause 3 schools has been swept away, and the right to test the capacity of intending teachers to impart such instruction has been enforced. On the other hand, the Archbishop's claim that all non-provided schools should be permitted to contract themselves out of the Act and survive as State-aided schools has been waived.

If we look outside Parliament, the auguries for a peaceful solution are somewhat more hopeful. The *Saturday Review*, with a charming frankness, brushes aside all the make-believes of the Bishops. In an article entitled "Mended and Ended" the first sentence runs: "The House of Lords have improved the Education Bill off the face of the earth." It is argued indeed that in so doing they have merely amplified and developed certain features of the Bill, carrying them to their logical conclusion; but with this aspect of their action we are

not now concerned. The point we desire to note is the acknowledgment in an organ of the Opposition that "compromise was never in their [the Lords'] minds from the beginning." "Had they been intent on a compromise with the Government, they would at any rate have had a very good pretext for shrinking from a change which the Government obviously could not accept."

The *Spectator*, on the other hand, regards both Mr. Birrell's polemics and the Lords' amendments as nothing but the ordinary exaggerated language of hagglers who are on the point of clinching a bargain. Mr. Birrell's argument as to the small number of Local Authorities who need to be coerced into giving religious instruction is double-edged, and shows that there can be no great hardship in coercion. The "shall" of Clause 2 is logical, but the machinery for enforcing it is cumbrous. The "clear half hour" is a bagatelle not worth quarrelling about. As to the permission for teachers to give denominational instruction, that is a point on which the Lords might well give way.

A more encouraging sign is the answer of the Archbishop to the *Spectator* deputation of Moderate Churchmen. The Archbishop dealt only in generalities; but, without committing himself to any particular withdrawal of claims, he said that the Church had abandoned much in passing the second reading of the Bill, and was prepared to make still further sacrifices for the sake of peace. We gather that the bare majority of Clause 4, as it now stands, will not be pressed, and that a compromise restricting to acting teachers the licence to give sectarian instruction would be accepted. The Archbishop cannot play the part of the Duke of Wellington in the Reform Bill, and say: "My lords, attention! Right about face!" but he can act as a mediator and a moderator, and he is sincere in his desire for peace. We look to the report stage with hope belied by fears.

REVIEWS AND MINOR NOTICES.

The Children of the Nation. By the Right Hon. Sir JOHN E. GORST. (7s. 6d. net. Methuen.)

We have often speculated what part Sir John Gorst would have taken in the education debates of the last Session, and wondered on which side, when freed from the trammels of office, he would have employed his weight of experience and his trenchant logic. Not even Mr. Paul ventured to quote his rejection at Cambridge in favour of Mr. Butcher as a parallel case to the rejection of Mr. Gladstone in favour of Sir J. Mowbray; but both Liberals and Unionists must regret Sir J. Gorst's absence in the present crisis, and it is only a partial compensation to read in print his views on the aspect of national education. The full title runs: "The Children of the Nation: how their Health and Vigour should be promoted by the State." The book, it will be seen, is not directly educational, and, according to the definition which, till quite recent years, was laid down at Whitehall, has nothing to do with education; but it was the chief merit of Sir John Gorst when in office to widen the scope and function of his Department, and to prove to his superiors (we cannot say "convince") that the State in undertaking the education of the children must include other duties than the mere schooling. "It is no part of the duty of the Board to see that the children come to school properly clothed or properly fed"—so said the President of the Board of Education under the late Government; and it speaks well for their mutual tolerance that so unequally yoked a couple as the President and the Vice-President lived together without an open breach. On current politics the book does not touch, and there is only one passage that throws light on the speculation with which we started—

In 1902 an unskilful attempt, likely from the first to prove abortive, was made to fit voluntary schools into a national system, and thus utilize the zeal which so long carried on national education by itself. Now it is proposed that the nation shall assume the whole responsibility for national education and the entire management of the public schools, so long entrusted to others, and that voluntary agency shall altogether disappear.

The context leaves no doubt, though it is not expressly stated, that Sir John Gorst heartily approves this endeavour, and accepts without reservation at least the first clause of the Bill.

On the religious question that threatens to wreck the Bill there is no pronouncement, but there is one significant allusion in the chapter on overworked school-children. In submitting the Education Estimates for 1899 Sir John laid before the House the return prepared by the Department at the instigation of Mr. Hoare of children *in statu pupillari* employed in wage-earning labour—a gruesome record of barbarism which it still makes one's blood boil to read. Sir John stated the facts as they are here restated, and tried to awaken the conscience of his hearers; but he preached in vain—

The House of Commons refused to pay any attention to the subject; it went off into a discussion of alleged improper teaching of the Church Catechism to Nonconformist children and of the exact personal relations then subsisting between the Vice-President and his official superiors, and passed the miserable condition of overworked children by as unworthy of the attention of the Legislature in comparison with party and personal squabbles.

Can we doubt that Sir John would now re-echo Mr. Roger's of Bishopsgate "Hang theology and let us get to business"? The sequel to the debate of 1899 is instructive, and may be briefly given. A Joint Committee of the Board of Education and the Home Office was appointed in 1900, and a Bill was introduced in 1902 and passed in 1903. The Act which became law on January 1, 1904, permits Local Authorities to frame regulations for the restriction of child labour; but it is only permissive, and up to date only 90 out of 261 Local Authorities have availed themselves of it to frame by-laws, and many of these are wholly inadequate. Berlin in this respect is a century in advance of London.

Among the many social and economic problems that are here discussed we can select only one or two of the most pressing importance. On the question of free meals Sir John takes a middle position. He unhesitatingly rejects Mr. Sidney Webb's postulate that all children have a claim to be fed at the expense of the State. He calculates that the cost would ultimately amount to over £15,000,000; but it is not so much the expense that alarms him as the reckless overthrow of parental responsibility, the squandering of home care and home love that no public institution can replace. Sir John is a Socialist, but no Communist. On the other hand, he holds that the State can do, and is bound to do, far more than it has done in the past both to enforce on bad parents their parental duty and to see that in any case the sins of the fathers are not visited on the innocent children. The official circular issued to guardians in April, 1905, pointing out their obligation to relieve starving school-children, irrespective of the condition or conduct of their parents, has produced some effect, but is only a palliative. An instructive instance of its working is here given. A list of over 3,000 underfed children was sent at the beginning of this year to the board of guardians in a large city in Yorkshire. At the end of two months less than half the cases had been investigated, and of these only 331 had received relief. It is to be hoped, says Sir John, with caustic irony, for the sake of the starving children that the procedure in Parliament will be more rapid than that of the Yorkshire guardians.

This leads us to consider a grave defect in our machinery of local government the evils of which are here clearly pointed out. In matters of medical inspection and attendance, of the prevention and checking of infection the duties of the guardians overlap and hamper municipal action. The waste in national health and strength cannot be exaggerated; but we think that here Sir John overlooks what the more advanced County Councils—Surrey, for instance—have already done to provide a systematic medical inspection of school-children. Elsewhere he points out that no legislation is required for the provision of playgrounds; but in both cases we need more than permissive legislation.

With nearly all that is said on the treatment of infants under five, and on military drill in schools, we are in entire accord, and we should have no objection to the proclamation on Alcoholism put forth by the "Assistance Publique" at Paris being posted up in every public place in England—with a proviso that the errors in French were first corrected. It is a sign of the times that the book is dedicated to the Labour members of the House of Commons.

"The Oxford Treasury of English Literature."—Vol. I.: *Old English to Jacobean*. By G. E. HADOW and W. H. HADOW. (3s. 6d. Clarendon Press.)

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A French student who only knew his Montaigne would hardly realize what an essay of Bacon is like from the following account:—"His conception of the essay is firmer and more concise than that of Montaigne, whom, nevertheless, he follows in the matter of arrangement." Nor would an English student gain any notion of the periodic, and in parts rhetorical, style of the "Advancement" either from the text or the two specimens of Bacon here given.

To have done with small fault-finding, we think a word-for-word version would have been more helpful than the blank verse rendering of "Beowulf"; at any rate, in "The Grene Knight" the "rhyming tag," as the distinctive feature of the metre is somewhat harshly called, should have been preserved. It is hard on George Eliot to stereotype an unfortunate slip of the pen; and euphuism is not, at least by educated people, confounded with euphemism.

To sum up our general impression of the volume, the extracts are chosen with sound judgment, and by the help of brief *précis* where omissions have been made sufficient masses of Chaucer and Spenser are given to enable the beginner to appreciate and relish our early poetry. As the work proceeds the task will grow harder, and, if the authors will accept a hint, we would suggest that in Vol. II, which is to give the early history of the English drama, they should take it for granted that all their readers possess a Shakespeare, and so gain space for fuller extracts from the less familiar playwrights.

Translations into Latin and Greek Verse. By H. A. J. MUNRO. (6s. E. Arnold.)

Many scholars have sighed and sighed in vain for a copy of Munro's privately printed "Translations," and will be grateful to Mr. J. D. Duff for supplying their need. He contributes an introductory note which, by its point and brevity, would have

pleased Munro. Mercifully suppressing the name, he tells the story of the Oxford Gigadibs who measured swords with Munro in *Macmillan's Magazine*, and was routed no less signally than was W. Boyle by Bentley. He tells another story, new to us, how Munro once competed for the Porson Prize, and was disqualified, with two other Shrewsbury men, on the ground that their exercises were handed in to the Vice-Chancellor after 10 p.m., when the academic day had ended. It is even more astounding to learn that Munro was soundly rated by William Cory, the author of "Ionica," for including "that doggerel of Shelley's"—to wit, "The Skylark." What impresses us most in Munro as a translator is his solidity. He faces the problem squarely, omits nothing in the original and adds nothing of his own. T. S. Evans, in a felicitous letter composed in Horatian hexameters, here quoted, says that Munro's "Elegy" suggests Aeschylus set down to write Latin elegiacs. An apter comparison would be Ennius in the shades interpreting to his countrymen an English anthology. The result is never quite so perfect as Jebb or Calverley at his best, but in each case there is the English poem rendered into Latin that an old Roman could have understood.

It would be a good lesson for the young scholar who prides himself on his elegant elegiacs to compare Munro's version of the "Elegy" with that of J. H. Macaulay in the "Arundines Cami." We will give a few typical examples of the new and the old style of latinity:

Aeriumque tenent otia dia polum.
Et passim coelos occupat alta quies.
Velatove hederis illic de culmine bubo
Nubilus ad lunam rusticitatis agit.
Ni forte ex hederâ vicinâ in vertice turris
Noctua luctisonos integret aegra modos.
Metaque mors, quoquo gloria flectit iter.
Ipsius ad tumulum ducit Honoris iter.

Next to Lucretius, Catullus is Munro's favourite poet, and there is nothing better in the volume than the Glyconics of "Il Penseroso" and of "Deborah's Song." He is not always happy in his choice of metres, and English lyrics like Shelley's "Remembrance," which cry for a lyric rendering, are forced into longs and shorts. In this version, too (we have found no other instance), the sense is once mistaken. There is, it is true, another instance in the "Elegy," where, in our judgment, the letter killeth:

Cunctaque dat tenebris, dat potiunda mihi.

We have spoken only of English, but there are several versions from Dante and Goethe, and a noble rendering of the poem of Lucretius into Greek hexameters.

Memories and Thoughts. By FREDERIC HARRISON.
(8s. 6d. net. Macmillan.)

This collected volume of essays and reviews derives its chief interest from the fragments of autobiography contributed to the *Forum* in 1890 and now brought up to date. Mr. Harrison has lived a long and busy life: he has been in turns a college tutor, a lawyer, a professor, a historian, a minister of religion, a County Councillor, a novelist, and a playwright; but all these occupations have subserved his main vocation, that by which alone he will be remembered—a *littérateur*. With strange self-ignorance, half modesty and half pride, he disclaims for himself the title of a man of letters. He is only the amateur who takes up his pen for relaxation as the hard-worked man at the end of the day takes up his billiard cue or his garden rake. Or else he writes out of a sense of duty: he has a message to deliver and "feels ready to burst" till he has got it off his mind. Fortunately for us, he has not followed his own advice to intending authors—never to write except from a stern sense of duty—or three-fourths of this present volume would never have been written. He has no message to deliver, and, if he belongs to the school of the prophets—of his masters, Comte, Carlyle, Mazzini, Ruskin—he can only count as a very minor prophet. Now and again he fulminates, but his bolts are all levelled at small game—fast young ladies, motorists, game-preservers, bridge-players, smokers, and such small deer—and these are not his happiest efforts. When we read: "I have at no time in my life lost faith in a supreme Providence, in an immortal soul, in a spiritual life," we rub our eyes and wonder how such a confession of faith is to be reconciled not only with

Positive orthodoxy, but with some of Mr. Harrison's earlier deliverances, and we search in vain through the volume for any explanation or reconciliation.

It is when Mr. Harrison is discoursing on historians or on the scenes of his travels that we see him at his best. Of King Alfred, of Oliver Cromwell, of Gibbon and Carlyle, of Switzerland and the Eastern Riviera he has much to say, and he says it well. In literary criticism he does not shine, and his corrections of Tennyson's pronunciation and metre are grotesque. He thinks that "Boadicea" is written in "pure hexameters" and gives us—

'Tis the | voice of the | sluggard I | heard him com | plain

as a model of dactylic metre. If Mr. Harrison was amused at "the absurdity and ill manners" of a remark addressed to him by Tennyson, could Tennyson have listened to Mr. Harrison's sarcasm, the amusement would have been reciprocal. We have noticed several slips in scholarship, such as *Reisebilde*, "Coelum, non vitam, mutant," and there are too many forcible-feeble epithets which need pruning (Thackeray is "a jolly man of the world"); but Mr. Harrison writes good nervous English, and his "Memories" are well worth preserving.

Plato: Euthydemus. By E. H. GIFFORD. (3s. 6d. Clarendon Press.)

The value of the "Euthydemus" has been variously estimated. Some deem it unworthy of the Platonic spirit—an empty mockery of the empty art of Eristic; others prize it as the oldest treatise on logic, or because it shows philosophy, not sophistry, as the true and efficient teacher of youth. Whatever be the worth of the piece, Dr. Gifford, when he edited it for University students and the upper forms of schools, rightly thought that to such readers the broad comedy and dramatic humour of the dialogue would not prove distasteful. The interest of his book—our notice of which has been accidentally delayed—is largely of a personal kind. Freed from his office of archdeacon, he returned, for the solace and adornment of his age, to the studies in which he had won in youth the highest distinction. It is possible to discover faults in his work. In 276c, for example, he turns *ἐκδεξιμενος* by "taking up the discourse"; yet worthy at least of mention was that other view which joins *καλῶς τε καὶ εὖ τὸ μεράκιον ἐκδεξιμενος*, "taking the young man cleverly and neatly in hand." In 276e the attempt to defend the *ὅτιν* of the MSS. against the conjecture *ἡμῖν* seems to us forced. Again, sometimes the books to which he sends us are old-fashioned. Far be it from us to speak irreverently of "Hermann ad Vig.," but the matter covered by the reference is often to be got elsewhere in a newer lighting, and few young men to-day own a copy of Viger's once famous book, with or without Hermann's notes. It is not strange that Dr. Gifford, amid multifarious occupations, should have failed to keep himself abreast of American studies in Greek syntax. The note on ἀπαλλαγῆς (282c) is wrong. The aorist participle is not "required to express a single and, as it were, momentary action," but has its justification in the principle of "coincident action" (Goodwin, "Moods and Tenses," §150). And optatives without *ἄν*, such as the editor upholds in 292c and 299a, are now most usually, so far as Attic prose is in question, discredited and emended. But, in spite of occasional blemishes, the book merits to be described as good and scholarly. The introduction is clearly the product of much thought and care; and the commentary, inspired by a judgment generally sound, contains an abundance of useful knowledge. We recommend the book as likely to be serviceable to education: it is, at least, the best English edition of the "Euthydemus." As to the editor, we must not forget to say that he was once a schoolmaster. The possession of such scholars as Dr. Gifford is a strength to the Church of England; his life as he fashioned it was a light and an example to all his countrymen.

The Romance of Plant Life. Interesting Descriptions of the Strange and Curious in the Plant World. By G. F. SCOTT ELLIOT, M.A., B.Sc., &c. Illustrated. (5s. Seeley.)

Mr. Scott Elliot has certainly brought together much that is curious and wonderful in plant life, and has set it before us in a very striking narrative. Plants which attack animals, which prey on other plants, climbing plants, flowers of the water, vegetable demons, plants and ants, and so on and so on—story and description follow one another through twenty-nine chapters, and yet the author tells us he has only just touched on the outskirts of the subject, and has related only a few of the wonders. But perhaps the most extraordinary of all is the account given of the plant life in the scrub and semi-deserts of Africa and elsewhere, and of the ways in which plants adapt themselves to the conditions which surround them and develop new characters to meet a change of circumstances, or drop old habits no longer necessary or even advantageous. We are given fairly full accounts of the various plants useful to man as food or clothing—such as tea, cocoa, coffee, tobacco, &c., where they are got and from what, and the various modes of cultivating them. Nowhere, however, does Mr. Scott Elliot go deeply into matters. He gives us just enough to make us aware of

some of the striking points of the phenomenon we are examining and to let us understand some of the most noticeable of the facts referred to. The rest we must get elsewhere. He, in fact, supplies us with a popular account and nothing more, but an extremely interesting and astonishing account, of what is to be seen and known of the romance of the vegetable world, which in many ways is so strangely like the animal world, and which is so wonderful in itself. At the end of the book we are given six pages of a good index, and at the head of each chapter is placed a brief summary of its contents. The illustrations are fairly good, and most of them are taken from photographs. The book is not a school book and is not a student's book, but will be read with delight by one who has made a beginning and wishes to know what lies before him.

Cicero: Orationes Caesarianae. By W. Y. FAUSSETT. (2s. 6d. Clarendon Press.)

This is, in the main, a reprint of the little book published by the Clarendon Press for the same editor in 1893. But a few corrections and additions have been made, and an appendix shows the most important passages in which the text presented differs from that of Mr. A. C. Clark's edition. Neither the changes that have been made nor the matter that has been added would justify a great expenditure of our space in discussing them. Enough if we say that three speeches naturally connected with each other—the "Pro Marcello," "Pro Ligario," and "Pro Kege Deiotaro"—are here brought together in a single volume, and illustrated with a commentary suitable for the upper forms of schools. Mr. Faussett's work will be approved by all who use it. Of the "Pro Marcello," by the way, there exists a version done by Sir Charles Selley. It does not vindicate the opinion ascribed to King Charles the Second, that Sedley's style, either in writing or in discourse, would be the standard of the English tongue. The badness of the translation is matched by the clumsiness of the phrasing and the ponderosity of the rhythm.

The Principles of English Verse. By CHARLTON M. LEWIS. (5s. net. G. Bell.)

Books on English metre spring up as fast as Jonah's gourd, and most of them wither as fast. Each metricist has his say, and we seem no nearer to an accepted theory of English scansion. The *differentia* of Prof. Lewis's book is that he has no theory of his own to propound, and the pupil who consults him with a view to scanning the verses set in the next London Matriculation paper will pronounce the book a fraud. But the reader who feels and yet fails to analyse the distinctive charm of Milton's and of Tennyson's blank verse, the strength and weakness of Swinburne's and Browning's anapaests respectively, the function of rime and of alliteration, will welcome Prof. Lewis as a friend in need. He has what, we feel, is lacking in most of his predecessors—a true ear. He has given us an essay, not a treatise. There is no attempt at completeness. Shakespeare's blank verse is barely mentioned. But it is an essay full of fruitful hints which we hope to see more fully worked out. The price is high, but we will not say that it is dear at the price.

Aue's Advanced German Grammar. Revised and Enlarged Edition by OTTO SCHLAPP. (Chambers.)

It is appropriate that the "Grammar" of a master in the Edinburgh High School should be revised by a Lecturer in the Edinburgh University, and Dr. Schlapp, who is famed both as a scholar and as a teacher, has done his work of revision thoroughly and conscientiously. Yet we cannot help feeling that it is a patch on an old garment—that the Grammar cannot be fitted to the new preface, which prescribes reading and speaking as the centre of interest and of instruction. Surely there should be some direct connexion between the reading and the grammar, and the pupil who, according to the editor's recommendation, has read "a considerable amount of German prose" before starting on the exercises will be neither interested nor instructed by being set to translate sentences none of them longer or harder than "The citizen, whoever he may be, must obey the laws"—the last sentence set. The Grammar, however, can be judged independently of the exercises, and, though no sensible teacher would set it to be learned, if used as a book of reference, with its full tables and paradigms, will be found most useful.

We have received from the Librarian of the Finsbury Public Libraries a *Descriptive Handbook to Juvenile Literature*, compiled by him primarily for the convenience of local readers, but incidentally to inform and guide a larger public. The "Handbook" is in two parts, an Author Catalogue and a Subject Catalogue. The second is very fully classified, and shows at a glance the available books on any given topic from the Battle of Hastings down to Centipedes. The first part is imperfect, only including authors of fiction. There are, of course, many *lacunae*, and Class J, Poetry, is singularly meagre. We hope the Librarian may be induced to publish an enlarged edition, giving not an actual, but the ideal, Children's Library. Meanwhile this volume may be had on application to Mr. H. G. T. Cannons, Central Public Library, Skinner Street, E.C., price 1s. 4d., 10 tags included.

We have received from Messrs. Sanders & Crowhurst, 71 Shaftesbury Avenue, W., a selection of their *Nature Study Specimens*. These are butterflies and moths in their natural surroundings, mounted in sealed boxes with glass fronts. They should prove an invaluable aid to lecturers and teachers. A catalogue, with photographs of the objects, will be supplied on application.

Letts's Diaries maintain their supremacy in the face of keen competition. We recommend No. 31, Rough Diary (2s. 6d., with blotting paper), and No. 10, 7½ × 4¾ inches, three days on page (4s. 6d.); but our readers should apply for Messrs. Cassell's list, which gives a choice of a hundred varieties.

In review of Burne's "Literary History of Persia" (November, page 776), for "arrangement and *verses* being entirely due to Fitzgerald's genius," read "nexus"; and, in review of Mackail's "Odyssey in English" (page 775), for "riming one quatrain with another," read "running one quatrain into another."

MUSIC IN SECONDARY SCHOOLS.

THE Board of Education has issued an important Memorandum offering suggestions on the place of music in the general scheme of education, and on the best methods of obtaining the results to be aimed at. The following is a summary.

The primary appeal of music, as of all the rhythmic arts, is through the senses to the subconscious mind, and its educational function is to develop imaginative power. Since the effect on character cannot be expressed by examination, the teaching of it is apt to resolve itself into the training of fingers or voice, and the neglect of the more important side that appeals to the emotions, awakens the imagination, and cultivates rhythmic sensitiveness. For this purpose music must begin in the form of singing. The sense of musical rhythm must be trained from the earliest years. This sense may be helped not only by beating of time, &c., but by responsive movements of the whole body as in dancing, marching.

In early years the aim should be to develop the capacity for response to artistic expression in *all* children. All should be trained *how to listen*, not by lecturing, but by concrete experience. In kindergartens ample time is provided for singing and marching. In the next stage, from seven to twelve or thirteen, there should be some singing every day, and sight-singing and ear-training at least twice a week. From twenty to thirty minutes a day will suffice. After this age the time may be safely decreased.

In most public schools for boys first-rate musicians are employed to superintend the music; but, owing to the neglect of the subject in preparatory schools, no foundation has been laid, and even boys who come from musical homes forget what they once knew. Musical competitions should not be encouraged: they tend to develop the more showy side, and degrade the artistic sense of harmony.

Class Teaching.

The traditional song literature of a nation is the national foundation. Such songs are largely used in elementary schools, and the use of them in secondary schools would form a common basis of musical culture for all classes. The Swedish system of breathing exercises is recommended as a preliminary. Children who drone or sing out of tune should be made to stand out and listen. In most the sense of tune will gradually develop. No child has a natural alto voice, and the use of the lower register in childhood is positively injurious to the adult voice. Therefore in the lower classes unison singing should be the rule. The elementary schools alone have recognized that sight singing can be profitably begun at the same age as reading and writing, and in all these subjects the later the beginning the greater the difficulty.

The best results have hitherto been obtained by teaching the staff notation through the tonic-sol-fa method. In the lower school to national songs should be added selections from the great German classical song literature, still sung in unison. Ear training should be continued by means of musical dictation. During the change from childhood to adolescence there should be as little singing as possible both for boys and girls.

In boys' day schools there should be a minimum of two separate half hours a week up to sixteen in classes, and also an assembly of the whole school once or twice a week for fifteen or twenty minutes for songs in unison. In boys' boarding schools the Harrow system of evening house singing and the performance of choral masterpieces is approved. In girls' schools there should be some part music in addition to unison singing, care being taken (as above) as to changing voices. As in boys' schools, pupils and staff should join at least once a week in a unison performance.

Individual Teaching.

Authorities should insist on a thorough preliminary training in sight singing, rhythm, time, &c., before a child is allowed to touch a musical instrument. Backward children should be drilled individually in

them. No child should be allowed to begin the piano till he can name notes on a large diagram of the great staff in the treble and bass clef as easily as he can read the letters of the alphabet. In the beginning children should be shown the phrasing and form of every piece of music heard, however easy. Transposition to easy keys can be learnt from the beginning. During the last year of middle school, or in the upper school harmony should be begun with those who learn solo instruments.

JOTTINGS.

THE Admiralty has set a good example in the liberal scale of salaries fixed for assistant masters at the Royal Naval College, Dartmouth. Four heads of departments receive £450 a year, rising to £650 by annual increments of £20. Senior masters (number not determined) receive £400, rising by £10 a year to £500. For the rest of the staff a fixed sum is determined by the Admiralty, to be distributed at the discretion of the Head Master. Further, every master is credited with £80 a year as deferred pay, the total to be handed over to himself on his retirement or to his estate in the case of his death.

"WHEN I went to Aldershot, in 1867, Sunday was a show day in stables, which gave rise to a Horse Artilleryman's curious request. A young soldier, going up to his commanding officer, said: 'Please, sir, I want to change my religion.' 'What's up? What do you want to be?'—'I want to be a Roman Catholic.' 'Priest been at you?'—'No, sir; no priest.' 'Woman?'—'No, sir.' 'Well, I shall not allow you to change your religion.'—'Please, sir, any man may be any religion he likes in the Army.' 'Yes, but I have got you noted down as being a Church of England man, and I don't mean to allow you to change without giving me some reason.' The man then admitted his real object: 'Well, you see, sir, a Roman Catholic always goes to church at eight o'clock, and I think, if I was a Roman, it would give me a better chance with my 'arness.'"—Sir Evelyn Wood's "Life."

WHO is the author of the famous lines attributed to an assistant mistress?—

"Miss Buss and Miss Beale
Cupid's darts do not feel.
How different from us
Miss Beale and Miss Buss!"

Who, by the same token, wrote the doggerel that we heard last month quoted with unction?—

"The rain, it raineth on the just
Alike and on the unjust fellow,
But wets not the unjust because
He's stole the just man's umbrella."

LORD LYTTON ON LATIN AND GREEK VERSE.—"The system of instruction prevalent at all our great public schools when I was a boy at Harrow (1845-8) appeared to me like a huge practical joke played off by the masters on the boys. For what could be more grimly facetious than to compel a helpless, unhappy youth to waste some three or four precious years in trying to imitate the hexameters or the alcaics of Horace when the knowledge of the language he is working in is still so imperfect that it does not enable him even to perceive that *solis trabes* is not the Latin for "sunbeams," and that *commutatio condimentorum* does not mean "the alternations of the seasons"?"

ONE amendment to the Education Bill in the Lords approached perilously near to the ridiculous. Had it been carried, the definition of a public elementary school would have run: "a school controlled by the Local Authority, giving religious instruction and flying the Union Jack."

WHAT appears to be an amusing misprint appears in the *Times'* report of Mr. Birrell's great speech at Bristol on November 13, in which Mr. Birrell is reported to have said that it was no use "scorning the nights and living laborious days." It is possible that Mr. Birrell was thinking of all-night sittings, and so deliberately said "the nights" instead of "delights." Whatever his defects may be, Mr. Birrell knows his Dr. Johnson.

IN the Report of the Cambridge Training College for Women, 1905-6, we read: "As was to be expected, the steady increase in the number of students of the last two years has been arrested by the proposed abolition of the Register. It is impossible to trace the working of this with any degree of certainty, but five students whose applications had been formally made and accepted withdrew their applications and took posts at once."

BOOKS OF THE MONTH.

Art.

The Child in Art. By Margaret Boyd Carpenter. With 51 Illustrations. *Methuen & Co.*, 6s.
Velazquez. By A. De Beruete. With 94 Plates. (Classics of Art Series.) *Methuen & Co.*, 10s. 6d. net.

Biography.

Memoirs of the Life of Colonel Hutchinson. Edited from the Original Manuscript by the Rev. Julius Hutchinson. New Edition, Revised by Prof. Firth. *George Routledge & Sons*, 2s. 6d. net.
The Life of Percy Bysshe Shelley. By Thomas Jefferson Hogg. With an Introduction by Prof. Dowden. *George Routledge & Sons*, 2s. 6d. net.
The Autobiography of Edward, Lord Herbert of Cherbury. With Introduction, Notes, &c., by Sidney Lee. Second Edition, Revised. *George Routledge & Sons*, 5s. 6d. net.
The Life of Goethe. By G. H. Lewes. *George Routledge & Sons*, 2s. 6d. net.
The Life of William Cavendish, Duke of Newcastle. Edited by Prof. Firth. Second Edition, Revised. *George Routledge & Sons*, 2s. 6d. net.

Children's Books.

The House that Glue built. By Clara Andrews Williams. Illustrated in Colours by George A. Williams. *W. & R. Chambers*, 3s. 6d. net.
The Bolted Door, and Other Stories. By Mrs. Molesworth. *W. & R. Chambers*, 3s. 6d.

Classics.

Thucydides: Selections from Book VI. Edited for Beginners in Greek, with Introduction, Notes, Vocabulary, and Maps, by Percy Ure. *John Murray*, 2s. 6d.
A History of Classical Scholarship, from the Sixth Century B.C. to the End of the Middle Ages. By J. E. Sandys, Litt.D. Second Edition. *Cambridge Press*, 10s. 6d. net.
The Satires of Juvenal. With Introduction and Notes by A. F. Cole, B.A. *J. M. Dent & Co.*, 2s. 6d. net.
Classic Tales. With an Introduction by C. S. Fearenside, M.A. *George Bell & Sons*, 2s. net.
Sophocles' Antigone. Translated by Robert Whitelaw. With Introduction and Notes by J. Churton Collins, Litt.D. *Oxford Press*, 1s. net.
Ancient Legends of Roman History. By Ettore Pais, LL.D. Translated by Mario E. Cosenza. *Swan Sonnenschein & Co.*, 15s.
Latin Unseens. Selected and Arranged by E. C. Marchant, M.A. *George Bell & Sons*, 1s.
An Introduction to Comparative Philology for Classical Students. By J. M. Edmonds, M.A. *Cambridge Press*, 4s. net.
The Political Thought of Plato and Aristotle. By E. H. Barker, M.A. *Methuen & Co.*, 10s. 6d. net.

Drawing.

W. & A. K. Johnston's Simplex Drawing Books. Parts I. and II. Each 6d. net.

Divinity.

Thomas à Kempis: his Age and Book. By J. E. G. De Montmorancy, B.A., LL.B. With 22 Illustrations. *Methuen & Co.*, 7s. 6d. net.
Life and Manners: A Volume of Stories suitable for the Moral Instruction of Children. By F. J. Gould. *Swan Sonnenschein & Co.*, 2s. 6d. net.
The Interpretation of Scripture, and other Essays. By Benjamin Jowett. *George Routledge & Sons*, 2s. 6d. net.
The Way to teach the Bible. By H. Kingsmill Moore, D.D. *Longmans, Green, & Co.*, 2s.
A Child's Life of Christ. By Mabel Dearmer. With 8 Illustrations in Colour. *Methuen & Co.*, 6s.
Silanus the Christian. By Edwin A. Abbott. *Adam & Charles Black*, 7s. 6d. net.
The Apostles' Creed. By the Rev. A. E. Burn, D.D. *Rivington*, 1s. net.

English.

"The Red Letter Shakespeare." Edited by E. K. Chambers. (1) Measure for Measure; (2) King Henry IV., Part II. Each 1s. net in cloth, 1s. 6d. net leather. *Blackie & Son*.
Epochs of English Literature. Vol. III., The Shakespeare Epoch, 1600-1625; Vol. IV., The Milton Epoch. By J. C. Stobart, M.A. *Edward Arnold*, 1s. 6d. each.
A Treasury of English Literature. Selected and Arranged, with Translations and Glossaries, by Kate M. Warren. With an Introduction by Stopford A. Brooke. *Archibald Constable & Co.*, 7s. 6d. net.
Poems of Coleridge. Selected, and with an Introduction, by Prof. Edward Dowden, LL.D. *T. C. & E. C. Jack*, 2s. 6d. net.

Poems of Sir Walter Scott. Selected, with an Introduction, by Oliphant Smeaton, M.A. 7. C. & E. C. Jack, 2s. 6d. net.

The Gospel of Saint Luke in West-Saxon. Edited from the Manuscript by James Wilson Bright, Ph.D. D. C. Heath & Co., 2s. 6d. net.

The World's Classics:—Lives of the Poets. By Samuel Johnson. Vols. I. and II.; Sophocles, translated by Lewis Campbell, M.A.; Bacon's Advancement of Learning and The New Atlantis. Henry Frowde, each vol. 1s. net.

Sohrab and Rustum, with Other Poems, by Matthew Arnold. Edited by W. P. Trent and W. T. Brewster. Ginn & Co., 1s. 3d.

Minor Poets of the Caroline Period. Vol. II. Edited by George Saintsbury, M.A. Oxford Press, 10s. 6d. net.

A Pageant of Elizabethan Poetry. Arranged by Arthur Symonds. Blackie & Son.

Abraham Cowley: Essays, Plays, and Sundry Verses. Edited by A. R. Waller, M.A. Cambridge Press, 4s. 6d. net.

The Wayfarer. Edited by Claude E. Benson. George Routledge & Sons, 2s. 6d. net.

A Select Glossary of English Words formerly used in senses different from their present. By R. C. Trench, D.D. Edited, with additional Notes, by A. Smythe Palmer, D.D. George Routledge & Sons, 2s. 6d.

Shakespeare's Comedies; Shakespeare's Histories and Poems; Shakespeare's Tragedies. J. M. Dent & Co., 1s. each. [Everyman's Library, edited by Ernest Rhys.]

Pope's Iliad of Homer. Edited, with Introduction, by Prof. A. J. Church. With 24 Illustrations by Wal Paget. Cassell & Co., 2s. net.

Love's Labour's Lost. Edited by H. C. Hart. [The Arden Shakespeare.] Methuen & Co., 2s. 6d. net.

Geography.

The British Empire [Descriptive Geographies from Original Sources]. Selected and Edited by F. D. Herbertson, B.A. Adam & Charles Black, 2s. 6d.

The "Lloyd" Guide to Australasia. Illustrated. Edited by A. G. Plate. Edward Stanford, 6s.

History.

La France Monarchique. Avec Introduction et Notes par George H. Powell et Oswald B. Powell, B.A. Blackie & Son, 6s.

The German Empire. By Burt E. Howard, Ph.D. Macmillan & Co., 8s. 6d. net.

The Tower of London. By W. Benham, D.D., F.S.A. Illustrated. Seeley & Co., 7s. net.

A Sketch of Scottish Industrial and Social History in the Eighteenth and Nineteenth Centuries. By Amelia Hutchison Stirling, M.A. Blackie & Son, 6s. net.

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FIXTURES FOR JANUARY.

- 1, 2, 3.—National Association of Head Teachers, Leamington.
- 2, 3, 4.—Friends' Guild of Teachers, Scarborough.
- 3, 4, 5.—London County Council Conference of Teachers.
- 4.—Royal Drawing Society.
- 4, 5.—Modern Language Association, Durham.
- 9, 10.—Association of Directors and Secretaries for Education, London.
- 10.—Private Schools Association, College of Preceptors, 3 p.m.
- 10, 11.—Incorporated Association of Head Masters, Guildhall.

- 11.—Association of University Women Teachers.
- 12.—Public Schools Science Masters' Association, Head Master of Eton in the Chair.
- 12.—Incorporated Association of Assistant Mistresses in Public Secondary Schools, Dr. Williams's Library, Gordon Square, W.C.
- 26.—Mathematical Association, King's College, Strand, 3 p.m.

[Fuller details will be given in January.]

UNIVERSITIES AND SCHOOLS.

BEDFORD COLLEGE FOR WOMEN, LONDON.

The Council of Bedford College have appointed Miss M. J. Tuke, M.A., Tutor to the Women Students and Lecturer in French, University College, Bristol, to be Principal of the College, in succession to Miss Ethel Hurlbatt, M.A., who is leaving shortly to take up the position of Warden of the Royal Victoria College (McGill University), Montreal. Miss Tuke entered Newnham College in 1885, and took a First Class in the Medieval and Modern Languages Tripos in 1888. She acted for a time as secretary to the late Miss A. J. Clough, and afterwards to Miss Helen Gladstone. In 1892 she was appointed Staff Lecturer in Medieval and Modern Languages at Newnham College, and in 1896 became Head of the Modern Language Department. In 1905 Miss Tuke was appointed Tutor to the Women Students and Lecturer in French at University College, Bristol.

At the annual general meeting, held at the College on November 16, the Chairman of Council, the Right Hon. A. H. D. Acland, in the chair, the Principal reported that within the last two or three years nine former students had been appointed head mistresses of public secondary schools; and two important headships, hitherto held by men, in the chief girls' schools of Edinburgh and Glasgow had been given to old students. Also that in recent additions to the teaching staff of the College four old students had been appointed. Of the five recent appointments of Women Inspectors under the Factory Department of the Home Office four had been given to former students of the College Hygiene Department. Within the last five years twenty students of Bedford College who had proceeded to the London School of Medicine for Women had taken the London degree in Medicine.

The last of the course of public lectures on classical subjects will be given by Mr. A. B. Cook, Lecturer in Greek, Bedford College, on "The Parthenon," on Thursday, December 1, 5 p.m. These lectures are open free. The course has been specially arranged with a view to interesting girls in the study of classics.

In the Training Department for Secondary Teachers three scholarships, of the value of £20 each for one year, are offered for the course beginning January, 1907. The scholarships will be awarded to the best candidates holding a degree or equivalent in Arts or Science. Application should be sent not later than December 15 to the Head of the Training Department, from whom the necessary entrance forms and other information can be obtained.

OXFORD.

In the last month there have been but few losses by death of present or former members of the University, but two at least have been, in very different ways, men of distinction. Lord Cranbrook, as Mr. Gathorne Hardy, represented the University for thirteen years, from 1865, when he was returned also for Leominster, but naturally preferred the far safer and more honourable seat as Burgess of the University, till 1878, when he was raised to the peerage. He was an able and industrious official, and at different times was President of the Poor Law Board, Home Secretary, Secretary for War, Secretary for India, and, finally, President of the Council. He died at the age of ninety-two. The Hon. Auberon Herbert, who was at one time M.P. for Nottingham, abandoned politics after three years' trial, and was chiefly known in later years for his earnest advocacy of various and rather heterogeneous causes, such as liberty, voluntary taxation, sanitary dress, habits, and houses, and the evils of examination. He was not exactly a practical reformer, but he was a warm-hearted man of many gifts, and had a wide circle of friends and admirers.

Apart from statutes and decrees dealing with minor points of administration, which are of no public interest, the term has been devoid of any legislation which can be called important. A word may be said about one small statute proposed at the end of October, as an illustration of one of the difficulties reformers have to meet. An old statute provides that examiners should make a declaration before the Vice-Chancellor, before entering on their duties, to the effect that they will do their work without prejudice or favour ("omni odio et amore sepositis"). In the old days when examiners were usually resident, so that the requirement caused very little trouble, plausible arguments

(Continued on page 826.)

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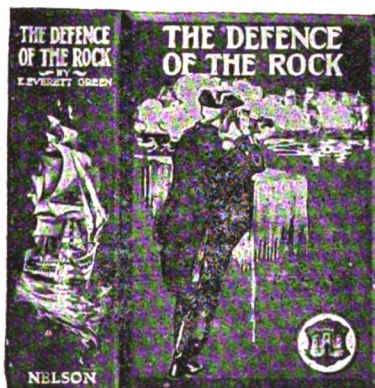
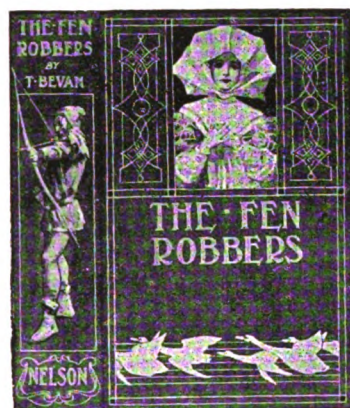
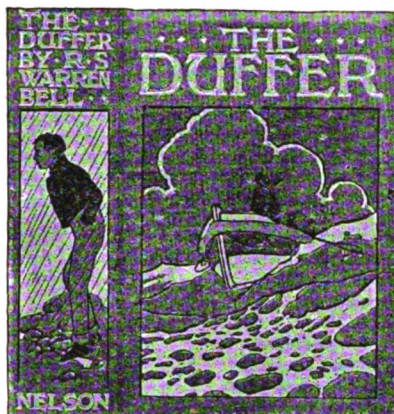
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might be found for not abolishing an ancient, if useless, custom. But, to-day, with a much greater multiplicity of subjects and a higher standard in regard to the selection of the best men to examine, and, we may add, more facilities for travelling, many more non-resident examiners are yearly wanted. It is obvious that in these conditions the requirement became increasingly troublesome—especially as the duties of Vice-Chancellor and Proctors are greatly more numerous. The proposal to abolish the declaration, strongly backed by the late Vice-Chancellor, and approved by the Council, who are certainly not a revolutionary body, might have been expected to pass without opposition. But it was opposed at every stage: and we had to listen to highly respected and sensible men expatiating on the danger of removing moral safeguards: and even the *Oxford Magazine* speaks of the value of their "solemn reminder of the responsibilities of an examiner." Yet all the while nobody really doubts the *bona fides* of examiners, or believes that, if it were wanting, it would be secured by such a declaration. The statute was carried in a very small House, but only by two votes.

The class lists of last August contained the names of the first batch of Rhodes Scholars who have passed the Final Honour Examinations. The facts have been collected by the *Oxford Magazine*, and they are both interesting and encouraging. Fifteen were entered: seven obtained a First Class, five a Second, one a Third, one a Fourth, and one was unclassified. Further, three qualified for the B.C.L. degree: one in the First Class, two in the Third. Beside these classes, the Ireland and the Vinerian Scholarships, the Gladstone Prize, a B.Sc. Research degree, and two diplomas in Economics (with Distinction) were awarded to Rhodes Scholars. The local distribution of these honours is also interesting. Canada wins one First Class, the Gladstone Prize, and the Ireland; Australasia has five First Classes and the Vinerian; America has two Firsts and the Research B.Sc. It is safe to say that, if a prophet had three years ago foretold these successes, he would have been thought rash, if not wild. Certainly both the Rhodes Trustees, who organized the selection of the scholars, and their teachers, both at home and in Oxford, deserve congratulation.

The Annual Conference of the National Union of Teachers is to be held next Easter in Oxford, and we are informed that about two thousand members will probably attend. Last time the N.U.T. met in Oxford, which was in 1894, about three hundred men were accommodated for the week in certain colleges, and it is hoped that similar arrangements may be made next year. We understand that some colleges have already given a general assent to the idea of lending rooms for the purpose, though no details are at present settled. There are certain difficulties, as the authorities are almost all away from Oxford in the middle of the Easter Vacation; but these are not insuperable, and it is earnestly to be hoped that they may be overcome. Last time, largely owing to the efforts of Mr. Arthur Acland, who was then in residence, a great deal was done to show the sympathy of the University residents with this Union, the largest educational body in England. Besides the accommodation provided by the colleges, several members of the University were present at the meetings, gave assistance in the matter of arrangements and visits to the places of interest in Oxford; and honorary degrees were conferred upon some of the leading officials of the Union. Nothing could be better both for the N.U.T., the University, and, we may add without exaggeration, for the cause of education, than that such efforts should be made; and they were fully appreciated by the visitors. Since 1894 there has been time for much change in Oxford views, and no doubt many of the difficulties which Mr. Acland had to meet are no longer formidable. I hope to be able a month hence to report progress in this matter.

Many lectures of special interest have been delivered in Oxford this term. Mr. Mackail, Professor of Poetry, on "Chaucer" (November 9 and 16); Prof. W. P. Ker, Romanes Lecturer (November 24), on "Iceland and Norway in the Thirteenth Century"; the inaugural lecture of the new Linacre Professor of Comparative Anatomy, Prof. Bourne (November 17); and Prof. Sir Hubert Parry and Prof. Holmes's lectures, on "Music" and "Fine Arts" respectively, were all worthy of special mention, if we had space. But it is no disparagement to these to say that the greatest general interest was aroused by the lecture (November 15) of Dr. B. P. Grenfell, of Queen's College, on "Recent Discoveries at Oxyrhynchus," which drew a large and eager audience to hear details about the latest batch of unearthed treasures—the new Pindar fragment, the portion of a lost Gospel, the new Historian's chapters—for all which the public must wait till the next volume of Papyri.

It is always interesting to the historian, whether of education or of anything else, to note the fact, often trivial and insignificant in itself, which marks the end of an epoch. Such an incident has just occurred in Oxford, in regard to women's education, which is probably unknown to the general public (and, even if known, would, perhaps, be uninteresting); but, as Pindar says, is "full of voice to those who understand." A word of explanation is needed to make the point clear. In 1879—the year when Somerville and Lady Margaret were opened—one college lecturer only admitted women students; to-day 203 University and college lectures are open to them. In other words, practically every University and college lecture which the tutors of the

women students would have wished them to attend is available for the purpose. In almost every college the matter was left to the lecturers, to admit or refuse as they thought best. Hardly any one refused. In one college only—which gratitude for the recent change debars me from naming—the governing body prohibited the lecturers from admitting women to their lectures. I don't suggest that this was a tyrannical act, because most of these lecturers, if not all, were members of the college meeting which so decided. It might even be represented as a heroic adherence to principle, since the fee (£1 per woman student attending) was nobly dismissed from consideration, or, at any rate, did not prevent the decision, which has remained unshaken for twenty-seven years. To-day it is rescinded; and henceforth every college or University lecturer who is willing to admit women to his instructions is at liberty to do so.

The following awards have been announced in the *Gazette*:—University Scholarships and Prizes: Craven Fellowship, T. E. Peet, B.A. (Queen's); Craven Studentship at Athens, G. Dickens, B.A. (New College); Burdett Coutts Scholarship, J. A. Thomson, B.A. (St. John's); Eldon Law Scholarship, J. C. V. Behan, Rhodes Scholar (Hertford); John Locke Scholarship, W. Brown, B.A. (Christ Church); "Greatly distinguished in the Examination," H. B. Butler (Fellow of All Souls).

SOMERVILLE COLLEGE.—The Principalship of Somerville College has been filled by the appointment of Miss Emily Penrose, Principal of the Royal Holloway College. Miss Penrose entered Somerville College in 1889, gained a First Class in the School of *Literae Humaniores* in 1892, was Principal of Bedford College, London, from 1893 to 1898, and has since then been Principal of Holloway College.

[In my last letter, first paragraph, last line, "Convocation" was misprinted (or miswritten) "Congregation."]

CAMBRIDGE.

In my last letter I chronicled the passing of the resolutions to amend the Mathematical Tripos by majorities that varied from 17 to 76 during an hour or more of steady voting. It was an animated scene, though most of us were tired of it before it was over. Still the irreconcilables *non-placé*-ed away, and we voted again and again. The redeeming features were the opportunities afforded for a good deal of conversation between handing in our voting cards and the sense of getting something carried at the last. But the stalwarts now tell us they are going to bring it all up again when the regulations embodying the resolutions are proposed. These regulations appear in the *Reporter* for November 20. To be quite frank, it is the front-rank mathematicians who wish the change put through, while it is opposed by men who are chiefly or only known as teachers or coaches, and who have otherwise made no great mark. It is the function of a coach so to train an impossible candidate that he may, while still a Junior Optime, be 55th instead of 67th, and avoid a place among the "Apostles." But the whole thing is symptomatic of the academic mind. It would be almost impossible to conceive of any kind of man attaching a fraction of the importance to examinations that teachers do. It is a kind of religion with them, though they all complain that examinations ruin those very qualities that make good teaching—elasticity, freshness, and independence.

Meantime the memorialists who petitioned the Council to try to co-operate with Oxford in some joint entrance examination are informed that it will not be done. The memorial was referred to the Studies and Examinations Syndicate, who approached the Oxford Vice-Chancellor and got his consent to a conference. The Council then appointed representatives, who met envoys from Oxford on June 13 and presented a report. In view of this report, the Council considered joint action with Oxford impracticable, and are going to do no more.

Another petition has been presented to the Council to have Science made compulsory in the Little-go and to do away with the paper in Latin and Greek grammar. And yet another is on foot—a memorial to request the Council to appoint a syndicate to consider the advisability of instituting a Diploma in Architecture.

The Financial Board announces that the incomes of the several colleges, subject to percentage for the University contribution, amount to £231,063. 19s. 5d. The Board has fixed the percentage at 13 per cent., and will take £30,038. 6s. 3d. It seems a lot of money, this income of ours; but it should be remembered that a great section of it goes in scholarships, which, however, are paid to the scholars without deduction of the percentage, which is then wholly paid out of the balance. Thus, to take a special case, the taxable income of St. Catharine's is £5,475 odd, and the college pays £711. A millionaire who took a spite against the college could at once ruin it by giving it a million for scholarships. This would add, say, £40,000 a year to the taxable income, and the additional tax of £5,200 would swamp the entire sum available for tuition, for payment of fellows, lecturers, tutors, and everybody else. Benefactors cannot be too careful. Some one ought to demand—or endow—a school of Scientific Beneficence. It is to be remarked that Selwyn College Hostel pays no tax. The £30,000, it is popularly

(Continued on page 828.)

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believed, goes chiefly to maintain the fabrics and staffs in Science. In addition the colleges are required either to have so many professors among their fellows or to pay an equivalent sum for the maintenance of professors.

Incidentally it may be said that a Cambridge man has it in his power to do a little service to his University by proceeding to higher degrees when he can. At two Congregations held this term for the giving of degrees there has been such a falling off in the number of men coming up for M.A. that the University has received £500 less in fees than on the corresponding days last year. The numbers always fluctuate, and there appears to be no known law for discovering why they should. Clergy and schoolmasters are the classes most apt to "proceed M.A.," and they have the satisfaction of knowing that they are thus doing something for the University.

The General Board has proposed a scheme for using the Brereton bequest. Mr. R. P. Brereton, of Jesus College, left a sum which is at present bringing in about £280

Various. a year to be applied to the promotion of classical studies. It is proposed to found a Brereton Readership, and to appoint to it Prof. Ridgeway, and "his duty as Reader shall include the delivery of lectures on Classical Archaeology for Parts I. and II. of the Classical Tripos." This proposal should please all who take archaeology seriously and know Prof. Ridgeway's work. His professorial stipend is at present an endowment of some £97 a year.

The Fitzwilliam Museum has received a fine collection of Greek coins, exceeding five thousand in number, from Mr. John R. McClean, M.A. of Trinity, who is following in the footsteps of his father, to whom we owe the McClean bequest. Many of the coins have not been published, and more still are unexampled at the British Museum. Mr. McClean has added to his kindness by undertaking to write a catalogue of them.

The Classical Society has been discussing "Verse Composition in Classical Examinations." Though no plan of action was resolved on, the general feeling was that "verses" are overdone. We hope something may follow.

The election of half the Council of the Senate fell this November. Two "tickets," as usual, were issued by the parties known in academic affairs as Liberal and Conservative—

"Strange that such difference should be
'Twixt Tweedledum and Tweedledee!"—

and then two separate independent candidates were "run." The "tickets," however, captured all the places. Dr. MacAlister and Mr. R. F. Scott are restored to the Council; but the Master of Christ's, after some thirty years of service on the Council, was unfortunate enough to lose his seat.

Appointments:—W. Durnford, M.A. King's, member of Town Council; A. C. Seward, M.A. Emmanuel, Professor of Botany; E. A. Benians, M.A. St. John's, Fellowship of St. John's; E. Gold, B.A. St. John's, Fellowship of St. John's; P. C. T. Crick, B.A. Pembroke, Fellowship of Clare; R. P. Gregory, M.A. St. John's, Senior Demonstrator in Botany.

Prizes, &c.:—O. H. B. Starte, B.A. Clare, Bhaonagar Medal; F. A. Potts, B.A. Trinity Hall, Mark Quested Exhibition.

WALES.

A meeting of this Association was held at Shrewsbury on November 1 and 2. The President, Miss Collin, of Cardiff, in her address, dealt with the phenomenal growth of the intermediate schools during the twelve years of their existence—the numbers at present attending them being probably in excess of twelve thousand. This was a fact whose significance could scarcely be misinterpreted, except perhaps in one direction—they were, unfortunately, only too well aware that far too great a proportion of these pupils were mere birds of passage. More than a fourth, however, were sufficiently well prepared to enter for the Central Welsh Board Examination, in a stage of work the minimum requirements of which were in advance of those of the Junior Locals of Oxford and Cambridge Universities. Nearly 1,100 were candidates at the Senior stage and 214 at the stage of the Honours Certificate. There were no available statistics from other schools with which to compare those of the intermediate schools, but, from her own experience of English high schools for girls, she was convinced that the work of the county schools compared very favourably with that of schools of the same type. In conclusion, Miss Collin spoke of the earnestness and enthusiasm which had inspired governors and teachers to secure the best in education, and, in her opinion, members might, with confidence, trust to their governors to help them through all the difficulties which will confront them in the future.

Prof. Findlay read a paper, "The Trend of Educational Reform in our Large Cities," in which he dealt exhaustively with the causes which have led to the present decentralization of authority in education. The underlying idea of this devolution of control is to secure a greater

diffusion of interest. Unfortunately, owing to the practice of Local Authorities of relegating the direction of their education machinery to officials, the tendency has been for that personal interest in the schools to disappear. We should be on our guard against that uniformity which is the inevitable result of this bureaucratic system. To counteract it, Prof. Findlay would extend the principle of devolution still further—not only must it go from Whitehall to Local Authorities, but to local managers as well. Dealing with the part which teachers should play in the governing work of education, he urged that they should be content with seeking advisory powers, and they should not claim a voice in the general educational policy of the Committee.

An interesting and valuable discussion on this vexed question was initiated by Mr. S. J. Evans, M.A. In his paper the arguments in support of the paramount claims of Welsh in County Schools. Welsh to fuller recognition in the county schools were set forth with great moderation and lucidity.

Some of the statistics he incorporated in his address are well worth careful consideration. Thus he stated that Welsh was only taught in 56 out of 95 schools, and that not quite one-fifth of those presented at the annual examination were sufficiently trained in this vital part of their education to sit in it for the Junior Certificate of the Central Welsh Board. Mr. Evans, however, recognized that the difficulties in the way of making adequate provision for the teaching of Welsh in many districts—in the bilingual districts especially—were great. For instance, it is well-nigh impossible to find a sufficient number of teachers with the necessary qualifications to teach it systematically and scientifically. His views as a whole met with general acceptance, though one or two speakers were inclined to think that he had not sufficiently recognized the influence of that Welsh sentiment that permeated the atmosphere of all the schools. Even though there was no actual teaching of the Welsh language in some of them, Welsh history, literature, &c., were taught generally, and their effect on the pupils' minds must be considerable.

It was an unfortunate feature of the present campaign in favour of the introduction of Welsh into the schools that its advocates should deem it necessary to minimize the value of a knowledge of French to a Welsh boy or girl. When our intermediate schools were being established, some twelve years ago, it was the fashion to impress on Local Authorities and head masters the urgent need of assigning due prominence in the curriculum to modern language teaching, and especially to French. The innate capacity of the Welsh boys and girls to acquire a foreign language was duly emphasized, and much used as an argument for demanding that every opportunity in this direction should be afforded to them. But to-day, in the interests of Welsh, a determined attempt is being made to show that all, or nearly all, our work in modern languages is only a mere waste of time.

It was resolved: "The Association should communicate with the Secretary of the Joint Board of the Northern Universities with regard to the interchange of their Matriculation Certificates with the Senior Certificate of the Central Welsh Board."

The half-yearly meeting of the Board was held at Shrewsbury on November 16. Considerable discussion followed on a recommendation of the Executive Committee in regard to the form in which the examination reports should be issued. The typewritten reports which used to be sent to the schools contained more detailed and technical criticism of the work than the printed report. To save expense, the Executive Committee now recommended the discontinuance of the former type of report. To this proposal many members objected, as they feared it might tend to destroy the freedom of the examiners as regards criticism, and, therefore, minimize the value of their reports. The motion, however, was ultimately adopted. There was also presented a report from a sub-committee on the need of making the Central Welsh Board a centre of information for careers for Welshmen. The claims of the Civil Service as a career were strongly urged by the Chairman, Prof. Anwyl.

In his general report the Chief Inspector stated that the number of pupils had increased during the past year from 10,413 to 11,577, and that since the first report of the Board was issued, in 1897, there had been an increase of 80 per cent. Many of the schools had therefore now to contend with the difficulties of organization which are incidental to a sudden influx of new pupils; and the question of increased accommodation had become a very urgent one in many districts. There were indications that the increase in the permanent staff had not kept pace with this increase in the number of pupils. Dealing with some statistics relative to the position of Welsh, the Chief Inspector made the interesting suggestion that one method of improving the status of the language in the county schools would be to use it as a medium of instruction in Scripture. It was, however, pointed out that the Sunday schools supplied sufficient opportunities for learning the Scripture in Welsh.

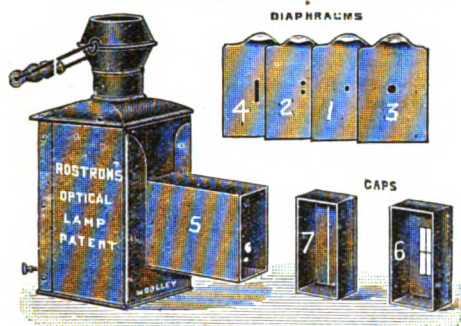
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(Continued on page 830.)

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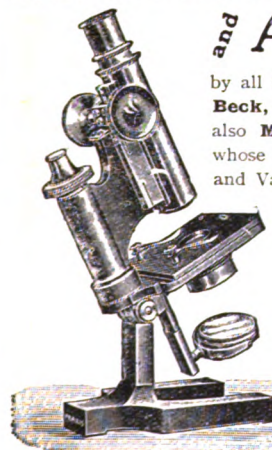
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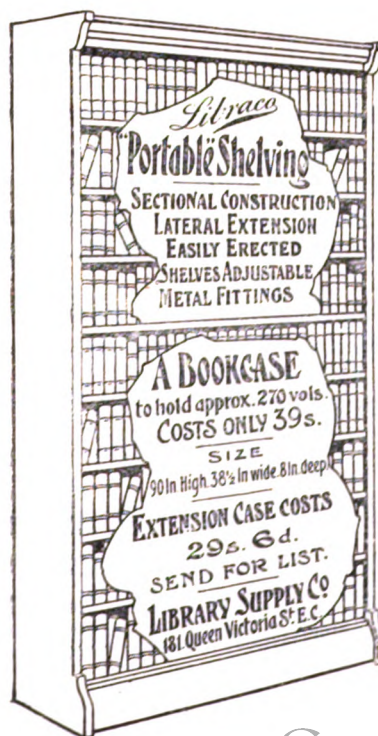
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Swansea Education Authority. to pay the voluntary schools grant has been temporarily settled. According to Mr. Birrell's statement in the House, there still remain some points of the dispute on which the opinion of the Law Officers of the Crown will be asked.

The Board of Education now accept the possession of the Senior Certificate of the Central Welsh Board as a guarantee of the suitability of candidates entering training colleges in the autumn of 1907 to be prepared as part of their course for examinations forming a stage towards a University degree. This concession is a very important one.

The Glamorgan Education Committee have wisely resolved not to establish an intermediate school at Maesteg, as they are of opinion that small schools are not desirable.

Welsh National Council. The rejection of the clause establishing the Council by the Lords will occasion no surprise, as it had been generally anticipated. Their Lordships based their objections to the proposal on the well known grounds, viz., absence of reasonable guarantees to the minority, the unsatisfactory nature of the financial proposals, and the bad drafting of the clause, &c. One feature of the debate which is worthy of notice was the fervour with which the Bishop of St. Davids eulogized the Central Welsh Board and its work. His Lordship is understood to agree to the principle of autonomy in Welsh education, though he strenuously opposes the proposed constitution of this Welsh Council. As there is a fairly unanimous agreement among Welsh educationists that some form of an Education Board for Wales is desirable, we shall probably see another attempt before long to establish one.

SCOTLAND.

The fiftieth anniversary of the induction of Emeritus Professor Campbell Fraser to the Chair of Logic and Metaphysics in Edinburgh University was celebrated on November 7. At a meeting held in the class-room in which Prof. Fraser delivered his inaugural lecture in 1856 addresses were presented to him from the Senatus and from Honours graduates in Philosophy and former assistants. In the address from the Senatus allusion was made to the remarkable success of Prof. Fraser's pupils in the philosophical world: "No fewer than

seven of his pupils have held Chairs of Philosophy in the Scottish Universities, while nine others have been professors in the Universities of Australia, India, Canada, and the United States. The Chair of Green in Oxford and the Chair of Sidgwick in Cambridge have both been filled by philosophers of his training. In the kindred study of Theology are to be counted, in like manner, at least six principals and six professors, who received from him their first impulse to philosophic thought." Prof. Fraser, who looked younger than his years, made a characteristic reply to the addresses, and Emeritus Professor David Masson, who has seen nearly as much service and as many years, was also welcomed by Principal Sir William Turner in name of the audience.

The General Council of Edinburgh University at its meeting in October discussed the question of autonomy for the Scottish Universities, on the basis of a plan proposed by its Business Committee. The plan was subjected to severe criticism, but the general idea commended itself to the Council, and the matter was remitted to the Committee for further consideration and report.

The Edinburgh University Court has appointed Dr. G. H. Melville Dunlop to be Lecturer on Diseases of Children, in room of Dr. T. M. Burn Murdoch, resigned.

The late Mr. C. B. Black has left £4,000 to Edinburgh University for the foundation and endowment of two scholarships in Greek; and the late Miss Donaldson, of Auchairne, has left money for the foundation of a bursary in Arts.

Profs. Phillimore and Davies devoted their inaugural lectures at Glasgow to the defence of classical study in the Universities.

The quatercentenary of George Buchanan has been celebrated at Glasgow University by a most interesting exhibition of books and portraits of Buchanan, including the books bequeathed by him to Glasgow University and many valuable editions of his works. At a meeting in the Bute Hall an admirable address was given by the Rev. Principal Lindsay, of the United Free Church College, on Buchanan's life and works.

In recognition of the honorary degree conferred on him last April, M. Rodin has presented to Glasgow University a beautiful work of his in bronze representing St. George.

Mr. J. A. Campbell, formerly M.P. for the Universities of Glasgow and Aberdeen, has given £500 to Aberdeen University for the encouragement of athletic exercises and outdoor recreation among the students of the University. Mr. Andrew Carnegie has also given £500 to Aber-

(Continued on page 832.)

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IRELAND.

The Royal Commission held sittings at 5 Old Palace Yard, Westminster, for the examination of witnesses from November 7 to 13 inclusive. Among those examined were Lord Dunraven (largely the author of the "two colleges" scheme), Dr. Mahaffy, Mr. Gray, Mr. Beare (Fellows of T.C.D.); Dr. Delany (University College); Dr. McWeeney (Catholic School of Medicine); Dr. Maginnis, F.R.U.I. (representative of the Catholic Graduates' and Undergraduates' Association, the President of the three Queen's Colleges); Miss White, LL.D., of Alexandra College; and Miss Homan, B.A., and Miss O'Farrelly, M.A., representatives of the Irish Association of Women Graduates and Candidate Graduates.

It is stated that the Commission will give a narrow interpretation to the vaguely worded terms of reference, and confine themselves to recommending certain changes within Trinity College itself, and to such recommendations in regard to the general question as are directly connected with Dublin University—that is to say, the possible solution of "nationalizing T.C.D." by modifying its government and teaching to make it acceptable to Roman Catholics (as proposed by certain T.C.D. Fellows and Professors, and the Association of Catholic Laymen, but refused by their Bishops), or the establishment of a second college under the University of Dublin (strongly disapproved by the members of Trinity College, but approved by the Bishops and most of the Roman Catholic party, with perhaps the exception of Dr. Delany, who naturally would prefer to see his own college endowed under the Royal University). Considering the *impasse* that exists, it thus seems likely that the Commission will produce no greater changes than some internal reforms in the government, the mode of election of Fellows, and on other points.

Meanwhile, in quite another direction, a most hopeful movement has been started in Cork. Since his appointment as President of Queen's College, Cork, Dr. Windle has shown that he is not content to acquiesce in the condition of University education in Munster. He has laid before the Royal Commission proposals to raise Queen's College, Cork, to a University for the South of Ireland under popular control, as autonomous as possible, and providing for the needs of all creeds and classes. His views have been warmly taken up in the South, and on November 17 a public meeting was convened by the Lord Mayor of Cork, at which the project was agreed to with enthusiasm. At the meeting Mr. William O'Brien, M.P., in a characteristically generous and sanguine speech, drew a picture of the University that would be founded, wholly under the control of the people, and, while safeguarding the religion of every class of students, yet drawing all the intelligent youth of the South into beneficial intercourse and generous rivalry in learning. He then announced that he and his wife—Mrs. O'Brien is a lady of large means—had decided to leave their entire fortune as an endowment to such a University. He proposed that a sum of £50,000 should be raised at once to establish the University by a local rate of less than ¼d. in the £, all of which would be repaid on the death of Mr. and Mrs. O'Brien. He pointed out that they already had buildings and an endowment of £10,000 a year, and, above all, the man who had so largely helped to accomplish a similar work in Birmingham—Dr. Windle.

Thus aided by the generosity of Mr. O'Brien, a solution of the Irish University question, often talked of vaguely, may be practically begun. Its invaluable merit is that it will draw forth the initiative and hearty interest and co-operation of the people themselves. There is no doubt that, if a similar scheme were successfully started in Dublin for the rest of Ireland, the Government would not refuse either a charter or endowment. Mr. O'Brien, indeed, in his speech stated that he had the sympathy and approval of several members of the present Ministry and of the late Unionist Government. No party, indeed, desires to oppose a genuine scheme initiated and desired by the people themselves—a very different thing from giving an institution demanded, and to be controlled by, the Bishops, while the laity remain silent and apathetic. It remains to be seen how far the Church will approve, and be willing to leave free, such a University.

Conferring Day passed off quietly enough this year. The Senate had drawn up statutes enabling them to disqualify for proceeding to degree, and even to deprive of a degree already obtained, any one taking part in such conduct as that of last year. They also very strictly limited the number of tickets of admission given to graduates and undergraduates, while police and barriers were provided to prevent forcible entry. An indignation meeting was held outside in the midst of heavy rain, but the wagonette containing the orators and the attendant crowd were made to "move on" relentlessly, and did not effect much. Dr.

(Con'tinued on page 834.)

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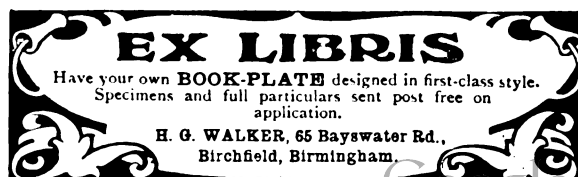
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Delany even prevented the students assembling on the steps of University College by means of police. This drew forth a formal condemnation of the President by the students, and considerable agitation has been going on in University College since, some students being censured and one rusticated by the Council.

The Senate of the Royal University conferred honorary degrees on Dr. Douglas Hyde and Prof. McClelland, the distinguished physicist. They also passed a resolution that they considered the concentration of the control of higher education in one University would be disastrous to education and injurious to the welfare of the country.

Some disparagement of the science courses in secondary schools under the Department having been expressed by one witness, several representatives of the schools attended in London to give evidence, which goes to show the value of the teaching and the success of courses and the management by the Department.

Profound regret is felt for the death of Mr. W. Haslett, the Head Master of St. Andrew's College, Dublin, at a very early age. Mr. Haslett was a man of distinguished attainments and of fine and lovable character. In a comparatively short time he raised his college to the very front rank among Irish schools. He took an active part in public educational work, and was peculiarly gifted as a master and teacher of boys. His death is a deep loss to secondary education in Ireland.

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BERKHAMSTED GIRLS' GRAMMAR SCHOOL.—On November 8 Miss Penrose, Principal of the Royal Holloway College, gave away the prizes and certificates. In all, upwards of a hundred and fifty certificates were gained during the year. Amongst the year's successes attained by old girls were Second Class Natural Science Tripos by M. Stephenson, of Newnham College, and a Cambridge Higher Local Honours Certificate by E. Batterbury, now a mistress on the school staff. Miss Penrose, in the course of an excellent address, urged the girls above all to cultivate an intellectual conscience. Viscount Peel, who opened the new buildings in 1902, came over to see the further extension made this summer, and also spoke. The Chairman of the Governors, Sir John Evans, K.C.B., spoke of the loss the school had

sustained by the death of one of the governors, Miss Maitland, the Principal of Somerville, and of Miss A. M. Stephenson, who was lately appointed to the Head Mistress-ship of the Preston High School.

BROMSGROVE SCHOOL.—Entrance scholarships were won by R. N. Smith, W. A. D. Goodwin, and B. S. Rea, and exhibitions by R. Dunbar Steer, L. Underhill, and R. M. Spence. School prizes have been awarded as follows:—Wattell's Prizes: Latin Verse, R. Hartley; French Prose, R. G. Tasker; English Essay, C. Whitley; German Prose, T. Seebold. Masters' Reading Prizes: Senior, R. G. Tasker; Junior, N. T. Sieven. Natural Science Larger Medals: Gold, F. J. G. Whittall; Silver, E. Page. Distinctions outside the school are as follows:—W. G. Beloe, open exhibition, Classics, Brasenose College, Oxford; C. Whitley, open scholarship, Natural Science, Balliol; J. C. M. Collier, Bible Clerkship, All Souls; H. B. Barker, N. Forde, and E. L. Routh, Royal Military College, Sandhurst; D. N. Macleod, Foundation Scholarship, Caius College, Cambridge; J. R. T. Booth, Cadetship Indian Civil Service (6th place); H. N. Mackintosh, Public School Medal for Fencing, Aldershot. The following are the changes in the staff:—Rev. F. E. Duckworth, *vice* Rev. F. G. Orchard; Mr. J. K. Jameson, *vice* Mr. E. T. Jones; Mr. B. Delbos, *vice* Mr. J. H. Round. Prizes were distributed on speech day by Admiral Sir N. Bowden Smith, K.C.B., who gave an interesting address on the military duties of citizenship. The preacher was the Right Rev. Bishop Mylne, Rector of Alvechurch. The Head Master, in his address to parents and visitors, dwelt upon the tendency for boys who are not going to a University to leave at an earlier rather than a later date; and urged that boys who are not going to any advanced place of learning are just those who should be allowed an extra year or two at school. A year or two in the sixth form with monitorial responsibilities offered many of the advantages of University life. True, public-school life implied the presence at the top of the school of a sufficient number of boys of eighteen or nineteen, and this condition was not always readily supplied now, as compared with fifty years ago, when the great majority of public-school boys went on to Oxford or Cambridge, and stayed at school till they were nineteen.

ELY, THE KING'S SCHOOL.—Among distinctions gained in the school during the past eighteen months may be mentioned two First Classes in Cambridge Local Seniors; Potticary Gold Medal, 1906 (Classics); a senior classical scholarship (open) at Queens' College,

(Continued on page 836.)

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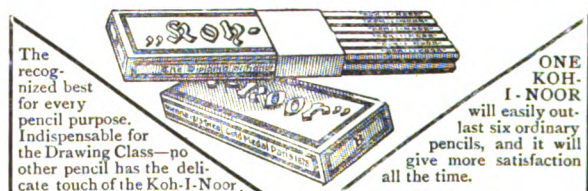
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KIDDERMINSTER, KING CHARLES I. SCHOOL.—On the resignation of the Rev. Dr. H. de B. Gibbins (who has been appointed Rector of Lennoxville University, Canada,) the governors elected Mr. W. H. Witherby, M.A., formerly Scholar of St. John's College, Oxford, late assistant master at Shrewsbury School. The usual celebration of Founders' Day, the birthday of Charles I., took place on November 19. The boys marched to the ancient parish church, in the still existing chantry of which the school was formerly carried on, and a special choral service was held, an eloquent sermon being preached by the Rev. Canon Carnegie, Rector of the Cathedral Church, Birmingham.

LIVERPOOL, GIRLS' PUBLIC DAY SCHOOL TRUST.—On September 27 H.R.H. Princess Louise distributed the prizes to the pupils of the Liverpool High School, the East Liverpool High School, and the Birkenhead High School, at the Philharmonic Hall, Liverpool. Sir William Bousfield, Chairman of the Council, presided. Amongst others present were the Duke of Argyll, the Earl and Countess of Derby, Lady Digby, and Mr. R. G. Tatton. A vote of thanks to her Royal Highness was proposed by the Lord Mayor of Liverpool, and seconded by the Rector of Liverpool (Rev. Canon Kempthorne). The Duke of Argyll replied on behalf of the Princess. A vote of thanks to the Chairman was proposed by the Mayor of Birkenhead, and seconded by Mr. Wm. Crossfield.

NEWPORT INTERMEDIATE SCHOOL FOR GIRLS.—At the annual speech day, on November 21, Viscount Tredegar presided over a

large audience in the school hall, and an admirable address was delivered by Miss J. D. Montgomery, Hon. Warden of the Royal Albert Memorial College Hostel, Exeter. The Head Mistress reported that in the Central Welsh Board Examination twenty-six girls had gained Junior Certificates, Hilda Lewis gaining Distinction in every subject. There were four Senior Certificates, and Susie James had gained an Honours Certificate in English Language and Literature and English and European History. Three girls had passed the London Matriculation Examination. In the Royal Drawing Society's Examination there were 71 Pass Certificates, 35 Honours, and 3 Full Certificates. Mary Leonard had been awarded an open exhibition at University College, Aberystwyth, for Mathematics and Botany, and Hilda Probert an open exhibition at University College, Cardiff, for Botany and Chemistry. The School Leaving Scholarship of £20 per annum was awarded to Mary Leonard. An Associated Board Scholarship for the Pianoforte has just been awarded to Emmie Gregory—the scholarship is tenable at the Royal College of Music—and Emmie Gregory was first on the list for the whole country.

NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—The annual concert of the above school took place in the Clothworkers' Hall in the school. There was a large audience of parents, pupils, and their friends, and the windows and platform of the hall were gay with chrysanthemums. Much appreciation was shown for the excellent performance of the pupils; their playing was accurate, and in some places touch and expression were very good, and often showed promise of brilliancy of execution. Altogether the thoroughness with which they had mastered difficult music was deserving of high praise. Though some of the music—for instance, a "Prelude" by Rachmaninoff and a "Sonata und Fuge" by Mozart—was of a classical nature, there were also lighter pieces, such as Chaminade's "Pas des Amphores" and Raff's "La Fileuse," while many others were well known and well loved—like Chopin's "Second Nocturne" (violin solo) and "Fantaisie Impromptu." The choir sang four-part songs with a lightness and precision which made them really charming.

PORTSMOUTH HIGH SCHOOL.—D. Cooke has passed the London Matriculation Examination, Division II. On November 16 the prizes and certificates were distributed in the Town Hall by Mrs. Crowder, a member of the Council of the Girls' Public Day School Trust. The chair was taken by the Very Rev. the Dean of Winchester.

[Our Manchester letter is unavoidably held over.]

(Continued on page 838.)

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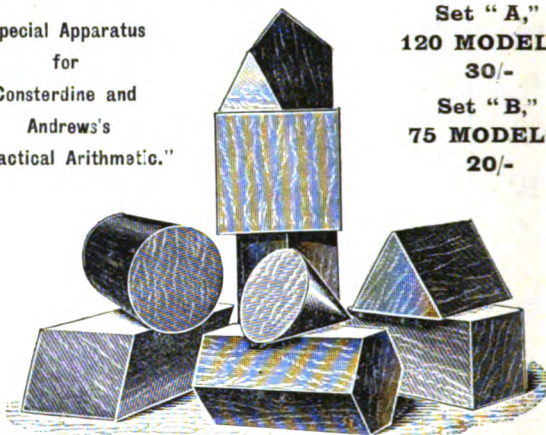
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The main difficulty in translating the Scherer was one of vocabulary. I am not referring to the complaints of competitors who could not find *rassade* in their pocket dictionaries and left the phrase in which it occurred as a quotation or made wild shots at the meaning, but to the half-dozen French words for which there is no exact equivalent, as is proved by the fact that they have been half naturalized in English. It is not possible to prescribe any general rule, and I will deal with them *seriatim* in my comments.

By reason partly of the absence of the context the first sentence was commonly bungled. "There is first a study of style" is ambiguous. Read: "First we have to study our author's style, and this, again, is not a single style." *Coulant de source*: "original" gives the meaning; but why not preserve the metaphor, "straight from the fountain head"? *Des intentions*: "a fixed purpose," or, more freely, "it follows a set plan; it is an echo." *Pastiche*: "imitation" will serve; but *pastiche* has good authority, Swinburne among others. *La phrase ample et flottante*: "the large and liquid utterance of the Greeks" (Keats's phrase will help us here). *Le tour naïf et recherché*: "the exquisite simplicity." *Recherché* combines the two notions of careful search and daintiness. *Il s'exhale*: "his pages are impregnated with a subtle aroma, a blend, as it were, of Plato, &c." Several mistook the *il* for a personal pronoun. *Causeries*: "informal essays" would be the best paraphrase; but it is better to keep the French word, which every one understands and which cannot be accurately rendered.

Sous la syntaxe: "behind." "Is complicated by a lexicological study" is a wooden word for word-rendering which is hardly intelligible; rather "involves an inquiry into the author's use of the dictionary." *Le grain de rassade*: few saw that, unless dictionary words are used in English, the point is lost. "The flashy bezzelled bugle that mocks at the uncut chrysoprase" might serve. *Il est telle partie*: "there are certain parts," not, as prize version, "such a part as this." *Trait*: "strokes of character," or simply "character." *Verve*: "animation," not "imagination," as many.

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To all the sensual world proclaim:

One crowded hour of glorious life

Is worth an age without a name.—(Scott.)

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Malgré nous vers le ciel il faut lever les yeux.—(Musset.)

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Lebt' nicht in uns des Gottes eigne Kraft,

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IDOLA PULPITORUM. THE PITFALLS OF THE PRACTICAL TEACHER.

II.—CLASSICS.

By H. G. HART, sometime Head Master of Sedbergh.

IN accordance with the plan proposed in *The Journal of Education* for November, the aim of this paper will rather be to point out certain errors commonly noticeable in the teaching of classics than to set forth what may seem to myself the methods most confidently to be recommended.

At the outset I would disclaim any expectation or intention of enlightening the experienced teacher. He has doubtless duly fallen into his pitfalls, and it is to be devoutly hoped that he has extricated himself from them. At any rate, I am not presumptuous enough to level my warnings at his head. I shall be well content if a suggestion of mine here and there may haply confirm a young teacher in some conclusion at which he was himself arriving, or may lead him to realize some mistake into which he was in danger of falling. Many of the errors that will be mentioned are common to the teaching of any subject, but, inasmuch as they seriously affect classical teaching, it would be wrong to exclude all notice of them in this paper.

Grammar.

The first danger that confronts the teacher of Latin or Greek arises from the vast mass of inflexions and rules contained in the grammars of those languages. He is aware that sooner or later his pupils will have to master these details, and, if he is impatient, he will be apt to make too serious demands on their powers of memory from the first. Nowadays, he probably will not adopt the old plan of refusing altogether to allow them to translate until they know the whole grammar; but he may easily go too far in that direction.

Translation.

With regard to translation, I believe that most young boys, if taught brightly and patiently, are inclined to enjoy the task of puzzling out the meaning of a passage; but in the process they need constant help and encouragement to lift them over their difficulties, and this implies that much preparation of translation lessons away from their form master is, in the case of beginners, a great mistake.

Not that all wrestling with difficulties is to be avoided even for young boys, but care should be taken to prevent their coming to a standstill and being disheartened—a frame of mind which leads directly and rapidly to an active dislike of a troublesome and hopeless subject.

The teacher's aim, then, at first will be to provide his pupils as early as possible with an easy Latin or Greek translation book, which, if not exactly thrilling, shall, at any rate, not be dull, and to help them fully to understand it, while he never omits by reference and explanation to apply to their translation the slender knowledge of grammatical forms and rules which they are gradually acquiring in merciful and manageable quantities. By such means he may hope to avoid overburdening the memories of his pupils or reducing them to blank despair.

But, if we ought to help our beginners freely, we must be rigorously strict in requiring them to do their part. To be lax in this respect often means to injure them not only intellectually, but, it may be said without exaggeration, morally. Not long ago I heard a boy translate "Suave salutis causa" by "For the safety of their cause." I looked to see some forcible explosion proceed from the outraged master. There was not even an expostulation. He did not realize the enormity of the crime, and, as long as this blindness continues, his form will suffer grievously.

After the easy translation book, which is generally a collection of short stories, often containing much wit and wisdom, a boy is introduced, as a rule, in Latin to Caesar, and in Greek to Xenophon, and here too frequently the mistake is made of using the author as a *corpus vile* on which to practise the recently mastered rules of grammar, and nothing more. Treated in this way, the histories lose all human interest, and the hapless boy plods over parched and weary wastes, with a growing distaste for classics in his heart, because his master has not, by means of maps and explanations or illustrated editions, led him into the green pastures that all the while were bordering on his track.

But, while he will make the most of Caesar and Xenophon as histories of true human interest, the teacher will be mistaken if he keeps his pupils too long engaged with these authors. He has not now the excuse of forty or fifty years ago. He has a wide choice of selections, through which he can introduce his boys to the easier portions of Livy or Ovid, of Greek plays or Thucydides, and, if he holds them back longer than is necessary in Caesar or Xenophon, he is losing a chance of a rapid and profitable advance.

In the earlier stages of his classical training the boy has necessarily moved slowly, and it has been too common to keep him at the same pace, even when he can make out much of the authors just named. The drag is applied and kept on in the interest of "thoroughness"; but thoroughness, like many other good things, may be overdone, and it is quite possible from the fifth form onwards to read one part of a term's work slowly and with constant regard to grammar and scholarship, while another part is read rapidly, with a view to catching the general drift of the author and acquiring facility in the language. It is not contended that Latin or Greek read thus rapidly will bear the test of an examination; but there can be little doubt that it will do far more than the more deliberate method to stimulate the intelligence of the learners and to engage their interest. If so, it seems to be the duty of every classical teacher in the higher forms of a school which have been accustomed to submit the whole of their classical work to examination to obtain exemption for at least one author from a disabling, not to say paralyzing, tyranny, and to read him for his own sake, not for the sake of an examination.

But in the attempt to read rapidly the most disappointing fact for a classical teacher is the discovery that boys, even in the fifth or lower sixth form, have so astonishingly poor a vocabulary. No weakness in the old system of teaching is more conspicuous than this; and, if the adherents of the oral method of teaching classics, whose voices are beginning to be heard in the land, prove themselves able to do much towards conquering this universal difficulty, the general acceptance of their system is, I believe, only a question of time. Few schools, however, have as yet adopted the new methods, and those who hold back are supported in their hesitation by scientific champions of the old system, who maintain that it is a fallacy to suppose that you can teach a dead and a living language on the same lines. However this may be, a great part of our failure in the past has arisen from our not having recognized the extent and the seriousness of the weakness. Had we done so, we should have devised expedients specially designed to correct it. But in any movement for reform an individual teacher, who has to pass his boys on to a higher form after a term or two, can do little by himself. The whole staff must concentrate attention on the desired end, and act together, and then, whether by constant retranslations from English into the original Latin or Greek, by a systematic but not unmerciful use of a vocabulary, with which all the upper half of the school should be familiar, or by other means, there is no doubt that a great improvement would be speedily effected, and a long step would be taken towards meeting the old taunt that after seven or eight years of classical teaching boys of average ability remain quite unable to understand a straightforward passage of Latin or Greek.

But the stage of reading selections should be reduced to the lowest limits. It may well be defended as affording variety after Caesar and Xenophon, and serving as a stepping stone to the fuller study of more difficult Latin or Greek. Too often, however, the stepping stone is never crossed, and boys leave school without ever having read a solid amount of any single author.

It is in the case of those who do surmount this stage that the heaviest responsibility will be incurred by the teacher. In the lower forms, if earnest and accurate and painstaking, he may often obtain admirable results. With more advanced classes, unless he both loves the work himself and allows his boys to see that he loves it, he cannot hope for any high measure of real success. A man may be an excellent scholar, and may keenly appreciate the beauties of classical literature, yet, if from oversensitiveness he shrinks from displaying his real feeling to a class whom he expects to be unsympathetic, he is doomed to comparative failure. He is not hereby exhorted to be gushing, but only to be natural. Unless he is willing to reveal to his boys what he has in his heart, and on proper occasions to "let himself go," he will never be more than a scholarly teacher; for

he will never inspire them with enthusiasm: in short, he will never give them of his best.

Into the details of the more advanced translation work it is not proposed to enter. The master who is an enthusiast, and is not afraid to show it, will know best what authors he can teach with profit; but a warning already suggested in the case of lower forms may be repeated in connexion with the highest. Here the consequences of carrying thoroughness too far are more than ever to be deplored; for the class can now move more quickly, and the remaining days of school life are growing few and precious. Once more then, and with still more emphasis, I would urge that, while part of the work is read with the utmost care and minuteness, in the rest the aim should be to cover as much ground as the powers of the form allow, and that in this portion no scruple should be felt about dispensing with examinations. The contrary policy is too common, and a sixth form is weakened by being kept too exclusively in leading-strings.

In addition to reading some of their work rapidly in school, I believe that a sixth form should be encouraged to read largely for themselves, as is the practice in some schools. Whether this independent work should be done with a translation or without is a difficult question. For my own part, I should recommend a boy to refer to a translation only when he had really struggled with a passage to no purpose; but to read largely even with a translation is infinitely better than not to read privately at all, which, it must be feared, is too generally the rule.

My last word of warning in connexion with translation lessons is that boys should not be made to translate a passage until they have read over the original. Time, no doubt, is gained by omitting to read it; but the time is dearly bought if the form never hears the sound of the Latin or Greek sentence, nor the pronunciation of the words composing it. Moreover, an unnecessary burden is laid on boys when they are called on to translate without first reading over languages so different in structure from English as Latin and Greek.

Composition.

In the teaching of Latin or Greek prose it is commonly found difficult, especially in the lower part of the school where forms are often large, to see each boy separately about his work. The usual practice is, after marking the exercises, to hand them back to the writers, and then to address some comments to the form at large. But, whatever the difficulty, time should somehow be made for at least a few words with each boy in the class. In the upper forms such individual attention is the rule, and it cannot be omitted in the lower without sacrificing much of the value of the lesson.

In the earlier stages of this work the teacher's course is fairly clear, being almost entirely confined to questions of grammar and phraseology; but, if he extends this simple treatment to the prose, especially the Latin prose, of his advanced pupils, and neglects to show them how to take each long sentence to pieces and to arrange its component parts in due order of logical sequence, he will stop short just where the study acquires its highest intellectual value. His boys may write a series of grammatical sentences, but they will not write anything that deserves the name of prose.

Verse composition, both Latin and Greek, is disappearing with such startling rapidity that it seems hardly worth while to write at any length about it. Every lover of Latin or Greek would be sad to think that the art will be wholly lost, that future ages will never produce a "Sabrinae Corolla" or an "Arundines Cami," that the present roll of brilliant verse writers will dwindle year by year and will not be renewed. Few, however, will lament the prospect of emancipation for the bulk of our versifiers from the bondage of Beaton and Gepp and Penrose and their ingenious brethren. For my own part, while I rejoice that six or more hours a week will no longer be devoted by the dullest and prosiest of boys to such puzzles as screwing a couplet out of such frankly "reconstituted" English as

Or the bear, covered as to limbs with white hair,
Grows threats with unfed mouth,

I hope that the most promising scholars will be encouraged to continue the study on different lines, disregarding the use of verse books, and, after a little preliminary scanning and a few rules and explanations, plunging boldly into the translation of

real English poetry. The laudable practice of giving fair copies of all composition, prose or verse, is nearly universal; but there too often the matter ends. The boys are not always required to learn the copies by heart and inwardly to digest each point in them. Thus, after the expenditure of much time and trouble, a great opportunity is frequently thrown away.

I must not conclude without shortly referring to a number of errors which many years of teaching, and some of school inspecting, have forced on my notice. If the list seems long, I would plead in excuse that, while every profession affords constant opportunities for error, none perhaps provides so large a variety as the profession of teacher.

It will seem possibly too obvious a truism to remark that, if a teacher is to avoid failure, he must have complete control over his form. Yet a very little experience will prove that that complete control is by no means so invariably the rule as might be expected. There are so many ways in which it may be lost, and so many reasons why it may never be gained, that it is worth while to go into the matter in some detail.

The first and most common reason why a teacher does not gain a hold over his class is a simple one: it is because he does not look at them. If he allows himself to be nervous or not quite at his ease, he is apt to look straight in front of him, instead of having his eyes constantly in all parts of the room; or he may be dreamy and fix his gaze on the ceiling or out of the window; or he may be too anxious about marking each question, and turn his attention too frequently to his mark book; or he may forget that when he is ardently engaged with his black-board his form is no longer sitting in front of him; or, worst of all, perhaps (though I hardly venture to hint at such a possibility), he has not always prepared his lesson, and therefore must keep an anxious watch on his Tacitus or his Thucydides instead of being free to fix a kindling eye on the thirty faces before him.

Again, many a teacher forgets that faults or peculiarities of manner may have a distracting or irritating effect on boys. The point is worth attending to, even though the boys' objections are not always reasonable. For instance, I have known a boy complain that he "could not bear Mr. —," or work for him because of his horrid accent." As the poor man happened to be a French master, the criticism, even if it had reached the offender's ear, would not have produced instantaneous reform. Nevertheless, where it is possible to avoid the causes of offence, often trifling in themselves but unreasonably magnified by sensitive or irritable boys, it is a manifest duty to avoid them. To take an instance similar to the absurdity just mentioned, tricks of "humming and hawing," or other forms of hesitation, such as the repetition of two or three words in almost every sentence, are faults capable of producing results upon a form quite out of proportion to their essential turpitude. Again, the habit of perpetually pulling a boy up with some correction or objection, instead of waiting till he has finished translating, is very annoying to some boys and discouraging to others. As a general rule, too, the master who constantly interrupts will find that he has to do all the talking in the lesson, and, what is worse, all the thinking as well.

This last danger—of saving boys from the necessity of thinking—may be incurred by an entirely different method of treatment. If, whenever a boy hesitates, the right word or answer is suggested by the master, no motive or encouragement is left for the boy to use his own brains. Again, when printed notes or plans are liberally supplied to a form, and no pains are taken to see that the form does its part and really studies what is thus provided, a process of spoiling takes place quite as hurtful intellectually as a better known form of spoiling can be in the moral sense.

It is too often assumed that, because the young are proverbially thoughtless and light-hearted, therefore it is not easy to damp their spirits. No reasoning could be more fallacious, and the teacher who should be careless about keeping up the cheerfulness of his class would be throwing away one of his most powerful instruments. No one, of course, ever wishes to rob his boys of their spirits in order to secure their attention or obedience, but many an earnest teacher fails to keep in mind the various ways in which he may depress his form. Were this not the case, we should not, for instance, so constantly meet with dreary teaching. Men would be more keenly alive to the deadening effects of dullness in manner or matter, and would

set themselves to avoid it with the utmost vigilance. Again, they would remember to conceal any despondent feelings of their own regarding things in general, or their form's work in particular, if they realized that few maladies are more infectious among the young than pessimism. And, as they would conceal their mental ailments from their boys, so would they prevent them from suspecting their physical infirmities, their headaches or their weariness, or other similar trials.

But, without actually depressing his form, a man may lose its attention or waste its time in various ways if he is not on the watch. For example, if he habitually speaks indistinctly, the form will insensibly, but surely, relax their keenness; if he makes long pauses between his questions, their interest will flag; if he passes every question from boy to boy with a conscientious "Next," "Next," for each, he may show a scrupulous desire to allot his boys' marks with exact fairness, but he is making a very unscrupulous use of their time, which is far more valuable to them than their marks.

In this connexion it may be observed that, while the "taking of places" seems to me to be too sweepingly condemned by some modern critics, the practice clearly ought to be avoided where it involves the delay of scaling inaccessible desks or squeezing through inconvenient spaces. But when a class stands round a master's desk, or is so seated as to have freedom for movement, the venerable expedient of place-taking appears to be unobjectionable. The form, however, must not be kept standing too long, or the effect on their work and their spirits will be disastrous. I have seen a large class made to stand round the master's desk for three-quarters of an hour, long before the end of which it was evident to every one present (except the master) that interest and power of thought were altogether gone, while discipline and attention were only retained by fear of consequences, and not very effectually retained even under that stimulus.

In all these cases the teaching suffers because the master is not sufficiently alive to the boys' point of view. For a similar reason he may fall into a somewhat different form of error: he may allow his class to repeat phrases without ensuring that they understand them. I confess that it always fills me with alarm to hear a class glibly employ such imposing expressions as "virtual *oratio obliqua*," or "adverbial clause," and the like; and alarm rapidly ripens into suspicion unless the teacher frequently tests the meaning attached to the words by those who use them.

A no less culpable laxness is shown by a master who countenances a slipshod style in translation. He may be an excellent scholar and not wanting in a literary sense; but, if he allows his boys always to translate *peto* by "I seek," *iter* by "a journey," *militēs* by "soldiers," and so forth, he is losing one of the best chances of improving their English and cultivating their taste.

In conclusion, I would urge that the only sure basis of successful teaching is a good understanding between the master and his class. Nowadays such an understanding is no rare thing; but, unfortunately, it does not always exist. Perhaps the boys lose confidence in a master because he will not frankly acknowledge a mistake if he commits one; perhaps they are estranged by a cold and unbending manner, or are irritated by an excess of fault finding. Whatever the cause of the misunderstanding, there is little question that the master is much more frequently to blame for it than the boys, and that "Mea culpa" is a far safer working motto for him than "Quousque tandem?"

I am aware that some of the faults to which I have drawn attention may at first sight appear to be trivial; yet I cannot think that any of them in their consequences can afford to be disregarded. Not a few, as I have already remarked, are met with in almost any branch of teaching; but, since all are incidental to the teaching of classics, I did not feel at liberty to omit them in this article. I will only add that no mistake has been mentioned which I have not either seen committed by others, or, alas! am conscious of having committed myself.

In response to an invitation from the Head Master, on November 7, Mr. Winbolt, of Christ's Hospital, lectured successfully to a large audience of Etonians on the subject of "Latin Hexameter Verse Composition." He carried the war into the enemies' country by delivering his numerous quotations from Virgil in the reformed pronunciation now recommended by the Classical Association.

THE TEACHING OF GEOMETRICAL EXERCISES.*

By CHARLES DAVISON, Sc.D., F.G.S.

NO part of the work of geometrical teaching is so interesting or so difficult to acquire as that of teaching deductions. It is so easy to set deductions that are far too hard for even the brightest members of a class; so difficult to find those which are within, and yet not too much within, the range of the majority. There must, of course, be one or two which all can do, or the lesson would end in discouragement. At the same time, the deductions from which our pupils learn most, as a rule, are not those which they can do, but those which they *can just not do*.

The object of work in deductions is twofold. In the first place, we use them as mere exercises in order to secure a thorough knowledge of the theorems—to enable our pupils to keep their knowledge ready for use. And, secondly and chiefly, the object of deductions is to encourage, so far as may be possible with boys and girls, the process of original thought. It is in this latter respect that geometry possesses so great an advantage as a means of mental training. An incidental advantage is that many theorems are learned in the best possible way—theorems which are worth knowing, but are hardly of sufficient importance to find a place in the text.

Keeping these objects in view, then, our deductions should follow three stages:—(1) They should be the simplest exercises directly on a given proposition, without any construction whatever being required; (2) they should be set on some definite theorem, but should require a simple construction, such as drawing a line; and (3) they should not be set on any definite theorem, and the construction may be more elaborate. Under this heading we have, of course, deductions of every degree of difficulty, from those that may be given after the first term or two's work in theoretical geometry to those which are set in the entrance scholarship and tripos examinations at Cambridge.

How many deductions should be given in one lesson is a matter which can only be determined by experience with each class. If they are merely exercises on the propositions, and if they are done for the same lesson as a new theorem, then one or two will be found sufficient; if a separate lesson is allotted for deductions—and this is by far the best arrangement after the first term or two—then about five will be found a fair allowance.

There is one thing to be remembered in deduction work. In the case of pupils who are below the average of the class, it is quite possible that they may work hard for some time without seeing the least light on a question; there may not be more than one or two simple methods of solution, and they may be on the wrong lines altogether. The difficulty may be met in two ways, either of which is worth trying. One or two more deductions may be given than are required, so that some little choice is allowed; or an easy alternative deduction may be offered for those who fail to do the harder ones.

At any rate, it is well as a general rule to insist that in the case of failure all attempts should be shown up. Possibly the attempts may not be absolutely worthless; they may stop short of success by only one or two steps; but when the remainder of such an incomplete solution is suggested more is learned by the failure than by many a correct solution. From the teacher's point of view these attempts are useful: they show whether a real effort has been made to solve the question, and the teacher himself learns by studying the roads to failure.

Should any help be given in the solution of deductions? The answer depends entirely on the nature of the help desired. If a pupil brings up a solution and asks if it is correct, the answer should without doubt be a refusal. One of the chief uses of a deduction is to compel a boy to form his own chain of reasoning, to make sure that each step follows from what has gone before, and refers only to well recognized theorems which have been proved already. Unless the author of a proof has confidence in its accuracy, it possesses little value for him.

It is, however, a good plan in the case of a difficult deduction to note the various ways in which it is being attacked. If it is obvious that, after some fair trial, no one is anywhere near the

right road, then some help might be given with advantage. It need not take the form of an actual hint. It will generally be found that the failure is due to the whole or partial neglect of some statement in the enunciation. A good deduction should contain no superfluous statement, and therefore everything given in it must at some time or other be used in the proof. It will often be found to be quite sufficient hint to point out which statements have been used and which have been neglected.

Typical Exercises.

In the first lessons a few easy deductions must be worked before the class, in the nature of type examples, to explain what is to be done and how the problem is to be attacked. As an introduction to all those on the first proposition (Euc. I. 13), the best example is, perhaps, to prove that: If two angles BAC , QPR are equal and if BA , QP are produced to D and S respectively, then the angles CAD , RPS are equal. It forms an easy introduction to those which are usually given, such as: If in a triangle the angles B , C are equal, and if BC is produced both ways, or if the sides AB , AC are produced, then the exterior angles so formed are equal.

As a typical exercise on the second proposition (Euc. I. 14), the following might be worked:—From a point O in the straight line AB two straight lines, OC , OD , are drawn on opposite sides of AB so that the angles AOC , BOD are equal: to prove that COD is a straight line. The lines OC , OD should be drawn as dotted lines; otherwise beginners are apt to assume that COD is a straight line.

It will be noticed that both of these exercises are of importance in themselves. The first is to prove that the supplements of equal angles are equal; the second is the converse of Euc. I. 15. Indeed, it is a good plan to give as type examples, whenever possible, either discarded theorems in Euclid or propositions which just fall short of inclusion in the text. If they are copied and kept for reference, they may thus be made to serve two purposes. For instance, Euc. I. 21 may usefully come in twice: the first time as an example on Euc. I. 16, to prove that, if O be a point inside a triangle ABC , the angle BOC is greater than the angle BAC ; and, later on, as an example on Euc. I. 20, to prove that the sum of BO , OC is less than the sum of BA , AC .

As a rule, typical exercises need only be given at the very beginning, or when some new group of problems is to be attacked, such as locus problems or difficult problems of construction.

The Best Deductions to set.

All good modern text-books contain a large store of exercises, far more than can ever be worked in class. A selection must be made, and they should be chosen not at random, but so as to satisfy certain definite tests.

(1) The results should be interesting. No theorems are so well remembered as those of which we have discovered the proofs ourselves; and the deductions should therefore be chosen so as to include as far as possible those theorems or problems which are of value in themselves—such, for instance, as the theorem that a straight line drawn through the intersection of the diagonals of a parallelogram bisects the parallelogram, or the problem of bisecting a triangle by a straight line drawn through a point in one of its sides.

(2) They should involve the use of different theorems. Some theorems are followed by a large number of good exercises, others by very few, and the latter are in danger of being so little used that they become forgotten. While the larger number of deductions would naturally be set on the important theorems, attention should frequently be drawn to those on the neglected propositions. The inequality theorems (Euc. I. 24 and 25) belong to this group, and for the mere sake of exercise in them there is use in such a deduction as: ABC is a triangle in which AB is greater than AC ; if P be any point in the median through A , then PB is greater than PC .

(3) But, above all, deductions should, if possible, admit of more than one solution; while those which possess only one simple solution should be avoided, at any rate at any early stage. As an example of the first class we might take the exercise: ABC is a triangle, and the side BC is produced to D , so that CD is equal to AB : to prove that AD is greater than BC , which may be done either by Euc. I. 20 or by Euc. I. 24.

An example of the second class is: Any two sides of a triangle are together greater than twice the median drawn to

* The substance of a lecture delivered to the candidates for the Secondary Teachers' Diploma in the University of Birmingham, on May 23, 1906.

the third side. Here, there is only one simple solution, depending on Euc. I. 4 and 20. The theorem is merely unsuitable at an early stage, and should certainly, on account of its importance, be given later. One reason for avoiding such a deduction at first is that, if there are two or more roads to the desired end, there is a greater chance of one of them being discovered. Another is that in solving the deductions at the next lesson in class it is often useful to give not only what seems to be the best solution, but others suggested by different members of the class. It is well to look at a problem from many points of view, and it shows our pupils that their work may be of value, but, nevertheless, may admit of improvement.

(4) Occasionally a problem which can be solved in more than one way may be made to throw light on different but connected theorems; or two or more problems may be set together so as to employ each of a group of propositions, such as the different theorems on the congruence of triangles or the different tests of parallelism of lines. Illustrations of these groups of exercises will be given in the next section.

Solutions of Deductions.

I propose now to give a few solutions of deductions, partly to show how they may be attacked, but chiefly to illustrate the mode of drawing lessons from those which have previously been given for work in class.

Example 1.— ABC is a triangle, in which $AB = AC$; the angles B, C are bisected by straight lines meeting in O . Prove that $OB = OC$ is an isosceles triangle.

The two facts we are given are: (1) that $AB = AC$, (2) that OB, OC bisect the angles ABC, ACB . Both of these facts must be used, and we may feel sure that any attempt which omits one of them must be wrong. Now, to prove that $OB = OC$, we may employ one of two tests. We may show either (1) that $\angle OBC = \angle OCB$, or (2) that OB, OC form corresponding sides of two congruent triangles. Let us take each method in turn.

(1) (Fig. 1.) We are given that $AB = AC$. From this we know that $\angle ABC = \angle ACB$. Then, from the fact that OB, OC are

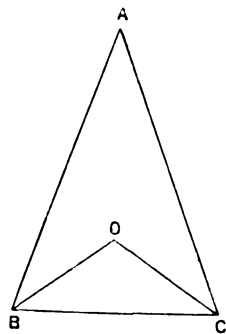


Fig. 1.

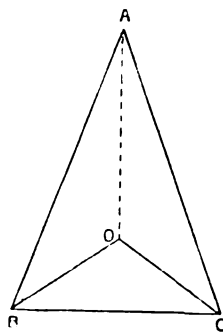


Fig. 2.

bisectors of the angles ABC, ACB , we know that $\angle OBC = \frac{1}{2} \angle ABC$ and $\angle OCB = \frac{1}{2} \angle ACB$. But halves of equal things are equal, and thus $\angle OBC = \angle OCB$, and therefore $OB = OC$. In class these steps would be plotted out by a series of questions, and the class might then be told to write out the solution in proper form.

(2) (Fig. 2.) A second method that is sure to be suggested by some member of the class is to join OA , so as to obtain two triangles of which OB, OC are corresponding sides. It would be well to follow out the suggestion. Asking what elements of the two triangles are known to be equal, we shall be told that side $AB =$ side AC , side AO is common, $\angle ABO = \angle ACO$; therefore the triangles ABO, ACO are congruent, and therefore $OB = OC$. This leads at once to the detection of one of the commonest errors in deductions, and some one is sure to point out that ABO, ACO are not the angles included between the pairs of equal sides. More, however, is learned by the mistake being actually made than by the teacher in the first place warning the class of the pitfall.

Retracing our steps, it should be asked what are the angles included by the pairs of equal sides, and then, if we know that, these angles BAO, CAO are equal. It will be recognized that this is not the case, but that we can prove that they are equal as soon as we have shown that $OB = OC$. For in the tri-

angles ABO, ACO the elements we now know to be equal are side $AB =$ side AC , side $OB =$ side OC , and side AO common: thus the triangles are congruent, and therefore

$$\angle BAO = \angle CAO.$$

Or, again, we might take the elements: side $AB =$ side AC , side $OB =$ side OC , and included angles ABO, ACO equal, and thus the triangles are again shown to be congruent.

Example 2 (Fig. 3).—If the perpendiculars drawn from two

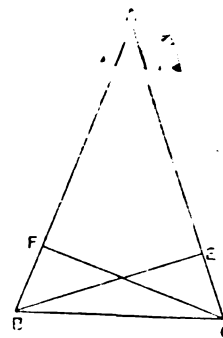


Fig. 3.

angular points of a triangle to the opposite sides be equal, the triangle is isosceles.

We are given (1) that BE is perpendicular to AC and CF to AB , and (2) that $BE = CF$. To prove that the triangle is isosceles, we may prove (1), directly, that $AB = AC$; or (2), indirectly, that $\angle ABC = \angle ACB$. For these purposes, we have two pairs of triangles available—either the triangles ABE, ACF or the triangles BEC, BFC . Let us take each pair in turn.

(1) In the triangles ABE, ACF what elements have we equal? Side $BE =$ side CF , right $\angle AEB =$ right $\angle AFC$, also $\angle BAC$ common; therefore the triangles ABE, ACF are congruent, and therefore $AB = AC$.

(2) In the triangles BEC, BFC we have hypot. BC common, side $BE =$ side CF , and angles BEC, BFC are right angles; therefore the triangles BEC, BFC are congruent; therefore $\angle BCE = \angle CBF$, and therefore $AB = AC$.

It will be noticed in working these two exercises that we have used the four principal cases in which two triangles are congruent, and at this stage they should all be summarized. In fact, the two exercises may be taken as a lesson on the congruence of triangles. In the extension of the first exercise we have used two tests—(1) the three sides, (2) two sides and the included angle. In the second exercise we have used (3) two angles and a corresponding side, and (4) the hypotenuse and a side of two right-angled triangles. A common mistake in writing out the last case may be pointed out (after it is made)—namely, writing “right $\angle BEC =$ right $\angle BFC$,” instead of “angles BEC, BFC are right angles”; for the test depends on the angles being right angles, and not on their equality as right angles.

Example 3.— E, F are the mid-points of the sides AC, AB of a triangle ABC : to prove that FE is parallel to BC and equal to $\frac{1}{2}BC$.

In many modern books this is given as a proposition; but, if it should be set as a deduction, it will probably be found advisable to give the construction in outline in order to bring the exercise within the powers of most classes. The simplest

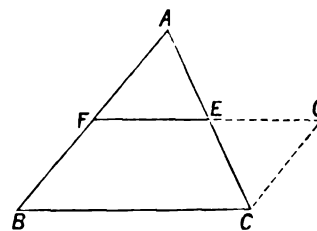


Fig. 4.

construction is, perhaps, to join FE and produce it to G so that $EG = FE$, and join GC . It is then not very difficult to prove the congruence of the triangles AEF, CEG , giving $CG = AF$ and $\angle ECG = \angle EAF$, from which it results that CG is equal and parallel to AF , and therefore to FB , and

hence that FG is equal and parallel to BC , or FE parallel to BC and equal to $\frac{1}{2}BC$.

It is worth while noticing another proof, depending on Euc. I. 39. Joining BE and CF , it may be shown that each of the triangles BEC , BFC is equal in area to half the triangle ABC , and therefore that FE is parallel to BC . Then, by bisecting BC in D , it may be shown in the same way that ED is parallel to AB ; so that $BFED$ is a parallelogram, and FE therefore equal to BD or $\frac{1}{2}BC$.

It may then be pointed out that these two proofs make use of the three principal tests of the parallelism of two straight lines, the first employing those contained in Euc. I. 27 and 33, and the second that in Euc. I. 39.

Example 4.—The straight lines which bisect the angles of a parallelogram enclose a rectangle.

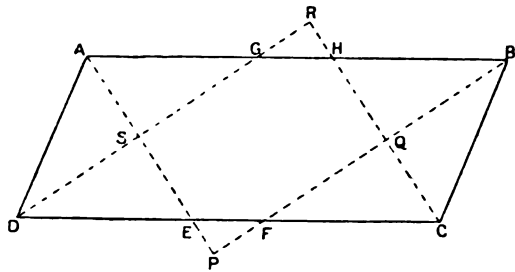


Fig. 5.

We have to make use of two facts: (1) that the opposite sides of a parallelogram are parallel; and (2) that AP , BQ , CR , DR bisect the angles of the parallelogram.

First Solution.—Since AB is parallel to DC , therefore $\angle BAD + \angle CDA = 2$ right angles. Since AP , BQ bisect the angles BAD , ADC , therefore $\angle SAD + \angle SDA =$ a right angle; therefore $\angle ASD$ is a right angle, and similarly for the other angles of the figure $PSRQ$; therefore $PSRQ$ is a rectangle.

Second Solution.—Since $ABCD$ is a parallelogram, therefore $\angle ABC = \angle ADC$, and $ADS = \frac{1}{2}\angle ADC$, $AQ = \frac{1}{2}\angle ABC$. But $\angle AGD = \angle GDC = \frac{1}{2}\angle ADC$; therefore $\angle AGD = \angle ABP$; therefore BP is parallel to DR . Similarly, AP is parallel to CR . Thus, $PSRQ$ is a parallelogram, and, as before, it may be shown that it is a rectangle.

It might be pointed out that the first solution is better than the second, because in the latter it is necessary to prove, after all, that one of the angles P , Q , R , S is a right angle.

Among the different figures that are drawn for this exercise it will probably be found that in some all four angular points of the rectangle $PSRQ$ lie inside the parallelogram $ABCD$; in others one pair of opposite angular points lie outside the parallelogram, while in one or two the parallelogram $ABCD$ may be drawn with its adjacent sides so nearly equal that the bisectors of opposite angles are almost collinear. It may be interesting to notice the different cases that may occur.

Since $\angle DEA = \angle BAE = \angle DAE$, we have $DE = DA$, and, similarly, $CF = CB$. Thus, if CD is greater than twice AD , P lies outside the parallelogram; if CD is equal to twice AD , P lies on CD ; if CD is less than twice AD , P lies inside the parallelogram. Now, starting with CD greater than twice AD , let CD gradually diminish; then P , from being outside the parallelogram, lies on the side AB , and then inside the parallelogram. Finally, when $DC = DE = AD$, the parallelogram becomes a rhombus, the bisectors of opposite angles are collinear, and the rectangle $PSRQ$ becomes a point, or, rather, a point-rectangle.

Example 5.— A and B are two points on opposite sides of a straight line CD : to find a point P in CD such that the angles APC , BPC may be equal.

A problem of this kind introduces us to the most general method of solving problems of construction. In this case we suppose P to be the required point, such that $\angle APC = \angle BPC$. Then we see that, if we draw BE perpendicular to CD and produce it to meet AP in F , $BE = EF$. Hence the construction: Draw BE perpendicular to CD and produce it to F so that $EF = BE$. Join AF and produce it to meet CD in P , and join PB .

It should be noticed that the problem may be possible, inde-

terminate, or impossible, according to the positions of A and B with respect to CD . (1) If CD bisects AB at right angles, every point in CD is such that $\angle APC = \angle BPC$, and the problem is indeterminate. (2) If A and B are equally distant

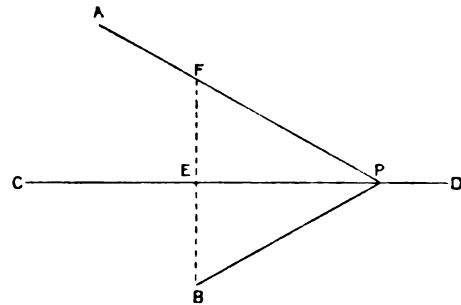


Fig. 6.

from CD , and AB not perpendicular to CD , then EF is equal and parallel to the perpendicular from A to CD , and therefore AF is parallel to CD , and the problem is impossible. In all other cases the problem is possible.

Common Errors in working Geometrical Deductions.

In working geometrical exercises the errors generally fall into several well defined classes: (1) unnecessary steps are given, and previous propositions are sometimes proved; (2) the meaning of terms is misunderstood; (3) mistakes are made in applying propositions; and (4) the conclusion to be proved is assumed in a more or less veiled manner.

(1) Unnecessary steps are given as a rule only by beginners, and they generally arise from the pupil trying to copy methods of proof in the book too closely. In other words, they show a want of independence of thought, which soon passes away. For example: "A triangle ABC has the angles B , C equal, and DE is drawn parallel to BC to meet the sides in DE : to prove that the angles ADE , AED are equal." The proof is frequently given as follows:—

Since AB meets the parallel lines DE , BC , therefore $\angle ADE = \angle B$. Since AC meets the parallel lines DE , BC , therefore $\angle AED = \angle C$; therefore $\angle ADE + \angle B = \angle AED + \angle C$.* Now $\angle B = \angle C$; therefore $\angle ADE = \angle AED$.

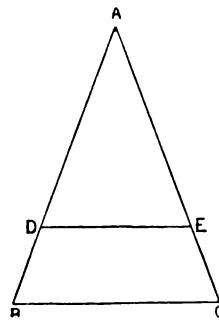


Fig. 7.

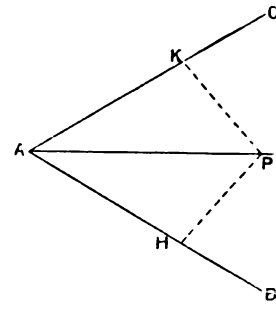


Fig. 8.

The statement marked with an asterisk is of course unnecessary, and is also incorrect, and its insertion is probably due to a recollection of the proof of Euc. I. 15.

(2) Mistakes in understanding terms are also given only by beginners, and they also soon disappear. The commonest mistake of the kind is with respect to the distance of a point from a straight line. In the exercise "Any point on the bisector of an angle is equidistant from the arms of the angle" the usual mistake is to cut off equal parts AH , AK from AB , AC , and then prove that $PH = PK$.

(3) Mistakes in applying theorems are sometimes made after the initial stage, and they almost invariably occur in applying two propositions. The first is that triangles are assumed to be congruent when two sides and the angle opposite one of them are equal, an instance of which has been given already. The second case occurs in applying the inequality theorems (Euc. I. 18, 19), and arises from the pupil not understanding that the two sides or two angles must belong to the same triangle.

In the exercise " BC , the base of an isosceles triangle ABC , is produced to any point F : show that AF is greater than either of the equal sides" the solution given runs: $\angle ACF > \angle ABC$; therefore $\angle ACF > \angle ACB$; therefore $AF > AB$. The mistake may be guarded against by always requiring at first the triangle in which the two angles occur to be named: for example, "In the triangle ABF , $\angle ABF > \angle AFB$; therefore $AF > AB$."

(4) The fourth mistake of assuming the conclusion is also to be found at a somewhat advanced stage. Lines obviously equal in a figure (and really so) are assumed to be equal without

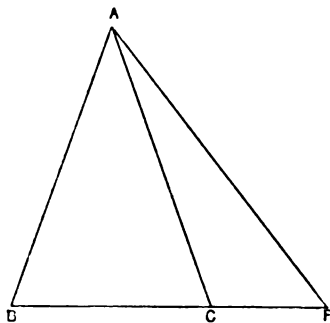


Fig. 9.

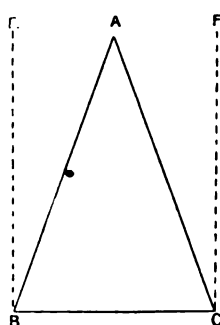


Fig. 10.

proof; a line is drawn and assumed without proof to pass through a particular point; or lines are assumed to be in a straight line when their collinearity ought to be proved. The remedy in these cases is to insist that a quadrilateral should never be drawn as a parallelogram, or a parallelogram as a rhombus; that when a point is to be taken in a line it should not be taken near the mid-point; or that when two straight lines are to be shown collinear they should be drawn as dotted lines, &c. Rather a common mistake occurs in the exercise "To prove that each of the angles at the base of an isosceles triangle is an acute angle." The construction is sometimes given: "Draw BE , CF perpendiculars at B , C to BC ; then $\angle ABC < \angle EBC$, and therefore $\angle ABC$ is acute."

It will be found, I think, that these errors seldom, if ever, occur at all frequently in any one class. They are generally due to misapprehension on the parts of individual pupils. Mistakes of the first and second classes, as already mentioned, soon disappear. Those of the third and fourth classes—of misapplying theorems and assuming the conclusion—are best corrected by putting such faulty work on the black-board, and turning the whole class on to discover the mistake. Not infrequently the boy who made the mistake is the first to find it out.

The study of errors and failures seems to me of great use to the teacher. It shows him, in the first place, the points in which his explanations may have been deficient or lacking in clearness; but the chief advantage is that it provides an ever-present interest in teaching. To observe the different ways in which different pupils look at the same old difficulties is one way of avoiding the fatal defect of staleness. Another and equally effective method is to keep in sympathy with our pupils' first efforts at original thought by continuing our own efforts in the same direction, either by frequently working at the harder riders in scholarship and Tripos papers, or by endeavouring to discover for ourselves some of the endless, if already known, properties of the triangle, circle, and parallelogram.

PUBLIC SCHOOLS AND THE TRAINING OF ENGINEERS.

DURING the last few years two opposing forces have been at work in determining the course pursued by those who choose engineering for their profession. On the one hand there is a growing appreciation of theory, or, more accurately, systematized knowledge of principles, by those engaged in practical engineering; and on the other hand there is the impatience of the modern British parent to see his son earning a living somehow or other as soon as he has left school.

These two tendencies are both natural products of the struggle for existence, but they are utterly antagonistic, and I propose to discuss which should give way to the other in the interests of the country, of the profession, of the budding member, and even of his parent.

As every year sees competition growing keener and keener and margins of profit reduced, the manufacturing engineer has to call in science to help him to produce something better (or as good and cheaper) than his rivals, and the amount of thought and systematic experiment now devoted to some small improvement would stagger most engineers of thirty years ago. It is therefore highly important that the modern British parent should realize that engineering is not a trade that he can lightly put his son to when other openings are closed, but that it is a profession which is becoming more exacting, with, perhaps, even greater rapidity, than the medical. And, if there is one person whose business it is to realize this fact, and to impress it on the parent, it is the schoolmaster, and particularly the head master. The parent does what everybody does, even head masters and engineers—he tries to get his result as quickly and cheaply as he can in reason. The result for him is a son beginning to get his foot on the ladder. He knows little of the exactions of the profession later on, and to him it seems the earlier the start the earlier must come all the steps of promotion. We hold it is for the schoolmaster to study the requirements of the profession, to form his opinion as to how they are to be met, and to act according to his convictions, instead of yielding to the parent's ignorance and letting him live in a fool's paradise as to his son's equipment and prospects, to be rudely awakened when it is too late to start afresh.

It is becoming generally accepted that an engineer's training should include some years in works and some years at a technical college. The report recently published by the Institution of Civil Engineers (see also *Nineteenth Century* for June, 1906) recommends that a boy leave school at seventeen, spending one year in shops chiefly learning "men," then three to four years at college, followed by two to three more in shops or on works of construction, to be "ready for a job" at twenty-four—a total training of seven years after leaving school. During this period—nearly a third of his life up to date—the apprentice in the shops is working at his trade nine and a half hours a day, and, we hope, two hours on some evenings; and the student at the college devotes six to six and a half hours to lectures, class-room, and laboratory, and, we hope, two to three hours in the evening. Does it not seem positively inhuman to work boys at such pressure that they can be turned out of school at eighteen fit to compete with the products of this normal training (the professed aim of at least one public school), and does it not seem unfair for those who know—or who should make it their business to know—to allow parents to believe that the average boy will have an average chance in the coming race?

What is the function of the course through the shops of a factory? To teach the use of tools? Partly, but much more to show how they may be used; to breed a familiarity with materials, with the tools (including machines) used upon them and the processes they are subjected to, with the ways and character, intelligence and reliability of the men using these tools, with the organization of men and ordering of processes, and to breed a sense of how in nearly every detail the time factor is the governing consideration in practical work, *i.e.*, money-making. This catalogue, if accepted, should show that a school workshop could as easily replace the real thing if it turned out its models in cardboard, which would be cheaper, and far more delightfully sticky.

And, above all, nothing can replace the rubbing shoulders with the British mechanic and the getting to know something of the sterling qualities and high moral character of a gentleman—every inch of him—who keeps a wife and family "respectably" on 30s. a week, and who, as an associate, is often vastly the superior of the boy lately freed from the restraint of a public school.

What is the function of the college course? In the first place, to breed an intimate sense that theory is *not* different from practice, still less something more complex and "high-falutin'," but it is on the contrary only a small part of practice, or separation of the more essential parts of actual things and conditions from obscuring details, so that the bearing of each part upon the whole can be examined and judged of: it should

be the aim of this teaching to deal quantitatively with its facts from the very outset, and so cultivate the sense of proportion. The college course should, from first to last, be a training in how to think, how to keep simple principles steadily before the mind, how in investigation to look for them in actual complex conditions, how to follow a line of definite inquiry through a maze of distracting unexpected facts, or how, in design, to see to it that certain chosen principles are observed, and definite features essential for the end in view are retained while sundry minor considerations which press in from all sides clamouring for places in the scheme are weighed and rejected if found incompatible.

The college course is the greatest opportunity the engineer ever has of setting his mind in order under the guidance of men who know what that means. It is much more important to use it for constructing and classifying the mental pigeon-holes—or, if we are to be up to date, the card indexes—than for filling them with data. Data are of to-day only, obsolete to-morrow; whilst methods of using and of discarding them are good for all time. To teach scientific method should be the first aim of the technical college, and it should show that scientific method can be pursued in mathematical work on paper, in arranging and using apparatus in a laboratory, in sorting the facts obtained and in drawing conclusions from them, and in that detailed discussion of actual works and designs by a professor in touch with his profession, which gives such value to the third-year and "post-graduate" courses.

This should be the first aim of the college—and the last. It is more than enough. If the college sends its students forth filled with questions, definite questions, knowing why they ask them, and what they want to do with the answers, these answers will soon be obtained in practical engineering if the data exist at all, and the answers will be those of to-day rather than of ten to twenty years back. The college course is all too short to make the most of its special advantages in men and apparatus to this end; yet in the college of to-day a large portion of the space, of the time table, and of the salary list is devoted to the elementary mathematics, elementary physics and chemistry, and geometrical and machine drawing, which do not utilize the college "specialities," and which could be just as well taught thoroughly at school if the time available were not partly spent in leaping over several stages, and shirking the so-called dull drudgery, in order to play with real live engines, so as to "stimulate the interest" of the boys, and lead their parents to believe they are getting a professional training.

At leading colleges in this country, most of which are on the scale of one department of a representative German or American institution, an entrance examination is required, presupposing one or two years' work at science alone. In the engineering department of such a higher college surveying and work with an experimental engine are not reached until the third year, when a whole day is needed for obtaining the data, and a second for working out the results. When such facts are fairly looked at it must surely be obvious that where public schools indulge themselves in such advanced luxuries they must be shirking the drier part they are perfectly fitted to teach in favour of the pleasanter part which they can really do little more than play at, and herein are not doing quite fairly by the parents. We repeat that the parent has a right to look to the schoolmaster for some guidance in the matter, and head masters should make themselves familiar with the exacting demands of the profession. The father of many is torn between the desire for immediate relief, such as the earning of a salary at eighteen would afford, and the wish that his son's future promotion should be as rapid as the start is early. It is the head master's business to know and preach that these two desires are in direct antagonism; that the opportunities of the shops and college period will never recur; and that against a delay in starting wage earning from eighteen to twenty-four he should set the probability of that salary doubling itself every ten years, instead of remaining at the bare living wage of the man who starts prematurely on work for which he is as yet unfitted, and whose whole energies are directed not to the improvement of his position, but to the struggle for keeping it.

For the case where no wait is possible the worker has to be a student in the evening if he is to "improve his position." He must try and learn in the course of years of attendance at evening classes what his more fortunate brother acquires by daylight. But, to our thinking, the preparation by the

schoolmaster should be just as careful and discriminating in this case. The progress at evening classes will be slower than that at day classes, and few subjects may be touched, but that is no reason whatever why the grounding in that which schools can best teach should be more perfunctory; and, if it is difficult and wasteful in day classes to go over the work which has been shirked by the schoolmaster, the difficulty, waste, and discouragement resulting from having to do so in evening classes of two hours at the end of a long and tiring day are far greater. The schoolmaster is the man to force fresh boys through the drier subjects, and he should leave to his colleague of the evening classes all he can of the more interesting and varied experimental novelties with which to capture the attention of tired pupils who come to learn thirteen or fourteen hours after they begin to work in the morning.

GUY E. LLOYD.

THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

[By a resolution of the Council, of June 19, 1884, "The Journal of Education" was adopted as the medium of communication among members of the Teachers' Guild; but the "Journal" is in no other sense the organ of the Guild, nor is the Guild in any way responsible for the opinions expressed therein.]

The Council met on November 1. Present: the Rev. H. Wesley Dennis (Chairman), Mr. Bowen, Miss H. Busk, Mr. R. F. Charles, Miss Cocking, Mr. C. Granville, Mr. J. N. Hetherington, Mr. Kahn, Miss Kyle, Prof. Lyde (Glasgow Branch), Mr. A. Trice-Martin, Mr. Nesbitt, Miss Newton, Miss Penstone, Miss E. L. Potter (Brighton Branch), Miss K. Stevens, Mr. Storr, and Miss Tullis.

Seven applicants for membership were elected, viz.: Central Guild, 4; Bath and East Somerset Branch, 3.

The General Secretary submitted a circular letter which he, as Acting Secretary of the Provisional Committee for the proposed General Education Congress, had been instructed to send out widely among educational associations in England and Wales. The letter runs as follows:—

PROPOSED GENERAL EDUCATION CONGRESS.

DEAR SIR,—On May 17, 1906, representatives appointed by fourteen of the chief associations of teachers in England and Wales—viz., the College of Preceptors, the National Union of Teachers, the Teachers' Guild, the Training College Association, the Private Schools Association, the National Association of Head Teachers, the Froebel Society, the Assistant Masters' Association, the Association of Assistant Mistresses, the National Federation of Assistant Teachers, the Federation of Teachers in Pupil Teachers' Central Classes, the Mathematical Association, the Modern Language Association, and the Geographical Association (the Head Masters' Conference had appointed representatives, but none of them were present) met in the offices of the National Society at Westminster to consider the desirability of establishing a General Education Congress. After careful discussion, the representatives agreed to the following resolution:—"That, in the opinion of this meeting, it is desirable that a General Education Congress be established for the discussion of purely educational subjects."

The representatives undertook to submit this resolution to their respective executives, and to invite them to appoint representatives to attend a meeting or meetings of a Provisional Committee which should carry the matter further and settle a draft scheme for such a Congress.

The Provisional Committee (on which the Head Masters' Conference was personally represented) met on September 27, 1906, and agreed that it was desirable to hold a General Education Congress in London in the month of January; and they further agreed to send out widely to educational associations in England and Wales the following questions, which you are now requested to lay before your executive:—

(1) Does your Association think that the establishment of a General Education Congress is desirable (the Congress, if successful, to be repeated annually)? (2) Is your Association prepared to support such a Congress (a) by nominating a representative to a Joint Committee for the Congress; (b) by circulating information (full programme, &c.) about the Congress among all its members; (c) by endeavouring to arrange its Annual General Meeting in connexion with the Congress; (d) by contributing to the expenses of the Congress if required to do so (see last paragraph of scheme)? (3) If January does not seem suitable, what alternative period or periods of the year does your Association suggest?

It was fully recognized by the Committee that it will not be possible to organize such a Congress for the Christmas holiday, 1906-7.

I subjoin a copy of the scheme for such a Congress which was approved by the Committee. It should be understood that this scheme is put forward merely as a general outline of the sort of meeting which is in contemplation by the Committee. Any criticisms of the scheme

will be welcome. Please send me the reply of your executive before November 17, if possible; otherwise, directly after its next meeting.—I am, dear Sir, yours faithfully,

HERRBERT B. GARROD.

[The Scheme for the Congress was appended to the letter.]

The Council answered all the questions under heads 1 and 2 of the letter in the affirmative. To Question 3 they answered that the first ten days of January appeared to them the best period of the year for holding such a Congress.

It was agreed, subject to her consent, to appoint Miss C. von Wyss, of the London Day Training College, as the representative of the Guild on the Executive Organizing Committee of the Third International Congress for the Development of Drawing and Art Teaching.

The question of providing a fund to meet the cost of dilapidation repairs on the expiration of the lease of the Offices of the Guild at Michaelmas, 1911, was referred to the Finance Committee.

The Political Committee reported that, under the powers given to them by the Council at their last sitting, they had drawn up and forwarded to the President of the Board of Education the following memorandum:—

TO THE RIGHT HONOURABLE THE PRESIDENT OF THE BOARD OF EDUCATION.

SIR,—The Council of the Teachers' Guild are encouraged by your letter of July 17, 1906, to Mr. T. B. Napier, and by your answer to a question asked by Lord Balcarras in the House of Commons on July 30, to hope that you will be ready to accord a full consideration to their views on the subject of the Register of Teachers, both as to what should be its character and as to how it should be kept.

They recognize, of course, that they cannot look for any definite pronouncement on the subject from you until the clause of the Education Bill abolishing the present Register has become law, but are anxious, meanwhile, to put before you what they believe to be the best solution of the present difficulty.

They have already sent you their own scheme for a comprehensive Register, and their criticisms of the "Memorandum on the Registration of Teachers and the Abolition of the Register" issued by your Board, and can understand the dissatisfaction of the Board with the present Register. They are anxious, however, in common with many other associations of teachers, that, should that Register be abolished, a new one should be speedily established, which, in your own words, "must be satisfactory to the teaching profession as a whole," and must, therefore, not classify teachers according to the grade of school in which they have been teaching. It should also have as its leading characteristics (1) the fullest guarantee of professional preparation; (2) the requirements of an academic standard as high as possible.

Such a Register, they hold, would be best kept by a statutory Educational Council on the lines laid down by the Royal Commission on Secondary Education, whose Chairman is a member of the present Cabinet.

The establishment of an Educational Council seems to them to be likely to afford the best means for the creation of a real profession of teaching; and, if constituted as the Royal Commission proposed, with a proportion of members elected by the whole body of recognized teachers, it is bound to supply a fresh motive for registration. Teachers would thus obtain some real influence over matters affecting their qualifications and status, and, through such a Council, might hope that delicate professional questions might be satisfactorily adjusted. To it all the work of the present Consultative Committee would also naturally be entrusted. The fact that material considerations will probably never attract the best talent of the country to the profession of teaching makes it, in the opinion of our Council, all the more important that its dignity and status should be scrupulously guarded, and it is only through such a policy that they can see any prospect of an adequate supply of teachers in the future.

They desire at this juncture to lay their views on this subject more fully before you, and to have an opportunity of answering objections that may be raised. They therefore hope that you will consent, at your earliest convenience, to receive a deputation from them.—We are, Sir, yours very faithfully,

ALEX HILL; H. WESLEY DENNIS; FRANCIS STORR.

The memorandum had been acknowledged, and the decision as to the reception of a deputation had been held over. The General Secretary was instructed to ask that the Guild be heard informally if a deputation should be refused.

On the report of the Finance Committee, bringing up, among other things, an estimate of receipts and expenditure to the end of 1906, and a sketch of the balance sheet of 1906, it was decided, in order that a better percentage of capitation payments to reported numerical strength among the Branches should be realized, to send down to Branches a decision of the Bath and East Somerset Branch that the publications of the Guild should not be distributed to members whose subscriptions should not have been paid before March 31 in any year, with the expression of the cordial approval of this rule by the Council.

The reports of the Organizing Committee and of the Modern Languages Holiday Courses Committee were received and adopted. The latter of these showed that 146 students had attended the courses

at Tours, Honfleur, and Neuwied in 1906, and that a substantial balance remained in hand after all expenses had been met.

On the report of the Education and Library Committee it was decided to hold an Educational Conference in January next, the detailed arrangements being left to the Committee to work out. The present state of these arrangements is as follows:—

The Conference will occupy three sittings—on Friday, January 11, 1907, 2 to 5 p.m., and on Saturday, January 12, 10 a.m. to 1 p.m. and 2 to 5 p.m., in the Lecture Hall, College of Preceptors, Bloomsbury Square, London, W.C. The subject for discussion on the 11th will be "Health in Schools," under the following heads:—(1) The Need and Opportunity for Systematic Observations and Records in English Schools; (2) Suggestions as to the Teaching of the Principles of Hygiene. Miss Alice Ravenhill, F.R.San.I., will open the discussion under both heads. Miss N. C. Barker will join in opening the discussion on (2). The name of the seconder of (1) cannot yet be announced.

On the 12th the subject will be "Elementary, Higher Elementary, and Secondary Schools," under the following heads:—(1) The Functions of the Elementary, Higher Elementary, and Secondary Schools; (2) The Differentiation, in point of Curriculum, of Higher Elementary from Secondary Schools; (3) The Passage of Pupils from Elementary Schools to (a) Higher Elementary Schools, (b) Secondary Schools.

Mr. Marshall Jackman, Head Master of the Faraday Street Council School, Walworth, a past President of the National Union of Teachers, and another speaker, will open the discussion on No. 1; Mrs. Bryant, D.Sc., LL.D., Head Mistress of the North London Collegiate School, and another speaker, will open the discussion on No. 2; and Mr. Rowland Jones, Head Master of North End County School, Hampstead, and Miss E. E. Kyle, B.A., Vice-Principal of the Home and Colonial Training College, Highbury Hill, will open the discussion on No. 3.

Admission to the meetings will be free to members of the Teachers' Guild and its allied societies, and to members of the College of Preceptors. Tickets of admission will be required. They can be obtained by writing to the Offices of the Teachers' Guild, 74 Gower Street, London, W.C.

It is hoped that there will be a full attendance of members on both days, as the subjects of discussion are of immediate practical importance. The Program of the Conference will be sent to all members with the *Teachers' Guild Quarterly*, December 15, 1906.

The Education Society of the Teachers' Guild will hold its third meeting of the Autumn Session at 74 Gower Street, London, W.C., on Monday, December 3, at 7.45 p.m. Subject: "The Teaching of Local History," with special reference to London. Paper by Miss Spalding, of the Goldsmiths' College, S.E.

Manchester Branch.—At the annual meeting of the Branch, held in the Girls' High School on October 26, Prof. J. J. Findlay, of Manchester University, was elected to the Presidency for the coming year. Mr. H. A. Johnstone being the retiring President. Miss A. R. Nuttall, M.A., Girls' High School, Manchester, and Mr. W. J. Chatterton, B.A., Grammar School, were appointed Hon. Secretaries, the latter being also appointed Hon. Treasurer. Prof. Findlay, in a paper on "How Children become Good," criticized proposals emanating from the Moral Instruction League which have found favour with the Board of Education, and have been adopted by the West Riding Education Committee. These proposals have resulted in the drafting by the West Riding Authority of a syllabus of ethical teaching, varied according to the standard to be taught. Prof. Findlay argued that, by putting morals into a compartment and labelling it as a subject of instruction, teachers were in danger of repeating one of the common errors of the Churches—were in danger of having specialists in morals, with the resulting selection of certain special parts of ethics or views of life which were different from the real thing. The teaching of ethics could not be part of the school course: it was the school course. The corporate life of schools was the one supremely important matter in the moral training of boy or girl. There should be close attention to the environment, organization, and management of the school, so that it was easy for children to be virtuous. There should be an ample supply of the best literature and the best pictures, these things being regarded as a supplement to, rather than a substitute for, daily experience. And, lastly, there should be reliance always on the existence of conscience in the child. Mr. J. L. Paton, High Master of Manchester Grammar School, and others joined in the discussion of the paper.

In the Chemical Theatre of the Manchester University on November 16, before a crowded audience and under the presidency of the Vice-Chancellor (Dr. Alfred Hopkinson), Prof. Karl Pearson, F.R.S., gave a lecture to a combined meeting of the Manchester Branches of the Child Study Association, the Froebel Society, and the Teachers' Guild, on "The Inheritance of the Physical, Moral, and Intellectual Characters in Man." Prof. Karl Pearson said it was not without some hesitation that he spoke to his audience. He did not hesitate because he thought we were not possessed of a great number of facts and had not knowledge of a great deal that followed from these facts about the social conduct and even municipal and State action, but it was extremely difficult in the brief space of an hour to put his hearers in possession of even the merest outline of what was now known of the facts of inheritance, what our modern methods were able to deduce from those facts,

and how our knowledge indicated directly in many ways the proper line of conduct in social matters. His purpose was to tell some of the facts and indicate some of the methods, and wind up with a little moral. If he were asked for a definition of what we understood by "inheritance," he would say it was in some way a measure of the degree of resemblance we found between people, or organisms, which were descended from the same individual. He proceeded to show by lantern-slides and many diagrams how great is the point of resemblance, say, in the eggs of one clutch and in people who have the same blood in them. For instance, he said, if you took a thousand mothers and a thousand daughters and measured any character of the parents and any character of the offspring, wrote each character on a card, mixed the thousand mother-cards up in one bag and those of the daughters in another, you would have cases in which there was absolutely no resemblance, and on the other hand you would have cases in which the daughter was exactly like her mother. In one case there was a zero degree and in the other a perfect degree of resemblance, and the method of measuring these degrees showed the average to be rather less than half. A like degree of resemblance had been found to exist in cattle, horses, and even in insects. This degree of resemblance was found in intellectual and moral qualities not less than in physical, and the degree lessened as the relationship extended. The reducing factor was about two-thirds between one generation and another, and it was the same in all forms of animated life. What was the lesson? It was that a bad start morally and intellectually went on producing morally and intellectually inferior stock. "Education," he said, "is an extremely good thing, but it is no good unless you have good material to work upon. It is no good taking bad steel to the grindstone and expecting anything will come of it." Now, if we admitted these points we got an extremely definite fact, which told us the whole life of nations depended on how we bear in mind these facts of inheritance. The facts as to the productivity of our race gave us, he submitted, much food for grave reflection. 75 per cent. of the population produce 50 per cent. of the children. That meant that certainly more than half of the next generation were coming from the least fit. That was a most vital question. The more professional men you had in a community the fewer were the children; the greater the standard of luxury the fewer the children; and as you descended the scale and came to poverty and a low standard of health and mentality the greater the number of children. The more paupers there are the more children. The more lunatics the more children. The greater the death-rate of children the greater was the number of those who survived. "I think," Prof. Pearson said, "all these things ought to warn us, without being pessimistic, that we stand on the verge of a rather dangerous slope. There is not the slightest doubt in my mind that the unthrifty, the physically unfit, and the improvident, those who are careless of child life and of themselves, are producing the great bulk of the next generation. Years ago the unfit were worried and swept out of existence. They were hustled and could not take their place in the community as they do now. No one in these days proposes to go back to those old times of struggle for the survival of the fittest; but you may go to the opposite extreme, and by making it easy for the unfit to survive you may destroy your race within two or three generations. That, I think, is the main point we have got to bear in mind, and it seems to me the problem which has to be considered in every place by every thinking man and woman in the course of the next few years. I cannot help thinking it is far more important than squabbles as to the form of theological teaching you can give the children. It is not a question of what the children shall be taught, but a question whether we shall have children in the future worth the teaching."

CORRESPONDENCE.

A SCIENCE SYLLABUS FOR PREPARATORY SCHOOLS.

To the Editor of The Journal of Education.

SIR,—Your correspondent Mr. E. J. Petitfour brings forward in your November issue a proposal which is both detrimental to the true interests of science teaching, and which has already been rejected deliberately by a body of science masters well qualified to express an opinion. Some three years ago, immediately after the establishment of the Common Examination for Entrance to Public Schools, there was appointed by the Public Schools Science Masters' Association a sub-committee for the purpose of considering what form of science teaching was best suited to preparatory schools. Of that sub-committee I had the honour to be chairman, and thus (apart from requests received on the present occasion) it devolves upon me to ask you to insert this reply.

I need not enter into a detailed account of the labours of our sub-committee. Our report embodied a scheme of work suitable to preparatory schools, and was published in the *Preparatory*

Schools Review for March, 1905. The scheme extends over seven pages in double column, and is arranged (1) under the headings "Botany," "Zoology," and "General"; (2) as a working calendar for guidance of teachers. Each section was prefaced with a caution advising the teacher to select only such portions as seemed appropriate to his own circumstances. It was further stated in a list of recommendations that "*definite courses of botany, zoology, physiography, &c., are to be avoided*" (the italics are my own). The above will make it clear that Mr. Petitfour's suggestion has been considered and rejected as unsound. To the best of my recollection not one voice was raised in favour of such proposals either at any meeting of the sub-committee or at the general conference of the P.S.S.M.A.

To turn to the reasons on which our decision was based:—(1) at preparatory schools trained science masters are rare, and the work must generally be in the hands of an amateur. There are plenty of amateurs with a taste for some branch of natural history or science, and such will be able to use their own hobby as a successful instrument of education. It is most essential that the work be undertaken *con amore*. (2) The object of preliminary science work is above all things to develop the powers of observation, and to arouse an intelligent interest in natural phenomena, but not to impart a *systematic* training. In fact its very purpose is to establish the habit of picking up the "odds and ends," of which Mr. Petitfour speaks so contemptuously, at all times both in and out of school. The imposition of a cut-and-dried schedule of science work upon preparatory schools could result only in disastrous cramping of opportunity and quenching of the spirit of inquiry which is inborn in every healthy child.

So far from the science at present approved by the managers of the Common Examination having a discouraging effect upon the preparatory schools, my experience is the exact opposite. I have marked the papers of candidates for Charterhouse on several occasions, and, speaking generally, the number of those offering science is steadily increasing, and the standard of attainment improving in a very encouraging degree.—Yours, Charterhouse, Godalming. OSWALD H. LATTER.

THE LONDON COUNTY COUNCIL AND ELEMENTARY TEACHERS.

To the Editor of The Journal of Education.

SIR,—"School Manager's" letter in your November issue is utterly worthless, as it betrays gross ignorance, or a desire for wilful misrepresentation. He indulges in vague generalities, and leaves points to the imagination of his readers, and has allowed his own imagination full flight. He evidently knows nothing of the L.C.C. service as to hours of work per day, amount of holidays, or salaries for head teachers. He knows literally nothing of pensions. He gives hours as "but five per day," whereas it should be nearer six and a half. These are strictly recorded daily in the Time Book. Nominal hours are from 9 to 12 and 2 to 4.30, *plus* fifteen minutes for teacher in charge and ten minutes for every teacher on staff to see children in lines before 9 and 2. Five, six, or seven classes of fifty to seventy children are not got out of school in no time. Then there are detentions for the idle, late, and troublesome; exercise books have to be rigidly kept up to date with marking and correction. This adds on another thirty minutes almost daily.

As to holidays, "School Manager" ignorantly or mendaciously states they may amount to three months. Why not give the true facts: viz., Midsummer, one month; Christmas, a fortnight; Easter, one week; Whitsun, odd days, and other odd days (sports, school used for election) may total up to two months, but never to three? Epidemics occasionally affect schools, and are on the decrease.

As to the unrecorded hours of service teachers give for their children, they are innumerable—Nature-study expeditions, organizing for sports, teaching swimming, &c. Again, night after night, winter after winter, the teacher is attending art, science, and degree classes to raise his status in the hope of attaining to one of those headships which "School Manager" writes of as if plentiful as blackberries, but which the majority of teachers, however "energetic and successful," will never attain—they are, alas! so few.

Re salaries, "School Manager" trots out the old lie about the big maximum, "£800 men, £600 women"; this is the result of

(Continued on page 854.)

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GERMAN-GERMAN DICTIONARY.

To the Editor of The Journal of Education.

DEAR SIR,—Your reader who inquires, in the "Jottings" of the November number, about a German-German dictionary, may perhaps be glad to know of P. F. L. Hoffmann's "Wörterbuch der deutschen Sprache" (M. 4.20. Leipzig: Friedrich Brandstetter). It is a fairly good book for school purposes—at any rate, as regards price, size, print, and binding. The definitions are not, however, quite as simple as one could desire. In this respect perhaps F. A. Weber's "Handwörterbuch der deutsch-n Sprache" is better; but it costs M. 7.50 unbound, and contains rather fewer words than Hoffmann's.—I am, yours truly,
M. P. ANDREWS.

3 Lisle Terrace, Guernsey, October 9, 1906.

THE NATIONAL FEDERATION OF TEACHERS IN PUPIL TEACHER CENTRAL CLASSES.

To the Editor of The Journal of Education.

DEAR SIR,—At a meeting of the Committee of our Federation, held a few days ago, attention was drawn to the following statement, which appears in your July issue on page 406:—"It is notorious that the mixed classes for pupil-teachers in London and other large cities have led to grave moral evils." I am desired by our Committee to repudiate most emphatically the allegation made, and to state on their behalf that the suggestion is untrue and most offensive.—Yours faithfully,

Pupil-Teachers' Centre, Stockport,

November 8, 1906.

JAMES BELL,

Hon. Secretary.

[We gladly publish this contradiction, to which we give due weight, though it might have been more courteously expressed.—Ed.]

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